The NORMAL COURSE IN PLAY

activity | Sex | age | action | interest

Playing Soldier | (M) | | quiet
moderate
vigorous | Rhythm
Sensory
repetitive
language
problem
dramatic
skill
{Property
Collecting
Creative
social

50 observations
Children at play

Local
curve
undefined

~~Group Exam~~ - Mon. 23, 4 1
69-172

Wed - Sec 2 - Chap 5 - Quiz
on all of
Chap. 5.

Pair
Double group
Highly organized game

~~Jeanne Sloane~~
~~Turner Hall~~
⊙ ∓ △

Addline Rube
Turner Hall

Deduction —

THE NORMAL COURSE IN PLAY

Practical Material for Use in the Training of Playground and Recreation Workers

PREPARED BY THE
PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA
UNDER THE DIRECTION OF
JOSEPH LEE, PRESIDENT

REVISED AND ENLARGED

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PLAYGROUND AND RECREATION
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FOREWORD

In 1909 a Normal Course in Play was published by a committee of twenty-three members, of which Clark W. Hetherington was Chairman and Dr. Henry S. Curtis, Secretary. To this committee who worked untiringly in the preparation of the Course which proved so great a contribution to the training of workers, the entire body of recreation workers throughout the country and the whole recreation movement owe a debt of gratitude.

The rapid development of the recreation movement during the past ten years, the new emphasis on music and drama, the growth of the recreation center movement and of adult recreation, and the demand for more material to be used in the training of leaders to meet new needs, has necessitated the publishing of this volume.

The material which has been brought together is the work of many individuals, the compilation of experiences and activities in various sections of the country. To all who have helped in the preparation of the book, the Playground and Recreation Association of America expresses its gratitude.

INTRODUCTION

In presenting the material in the Normal Course in Play, no attempt has been made to prepare a definite schedule showing the amount of time which should be devoted to the study of particular phases of the subject, to outline educational requirements or to suggest under what auspices or conditions the courses should be offered. The purpose has been to lay before the instructor, in as vivid a way as possible, the main facts about the play movement and program, its significance in the life of the individual and the community, and the sources of information regarding it. It is the task of the instructor giving the course to adapt and interpret the material in the way which will make it most vital and will most effectively correlate it with other courses which the educational institution offers.

The importance of such correlation is self-evident. Psychology, sociology, child study, anthropology, civics, pedagogy, physical education, dramatics, storytelling and similar courses, all have a contribution to make to the training of the recreation worker, for whom a broad educational and cultural background is essential.

It has not been the purpose in this book to draw fine distinctions in terminology between the play of children and the play of adults, though it is recognized that a distinction exists. The term "play," some feel, should be applied only to the play of children; the term "recreation," which is interpreted to mean relaxation, only to the play of adults. In this outline the term play is used in its broad interpretation of "what we do when we are free to do what we will," and in a conception of it which involves "more than a name applied to a given list of activities, an attitude which may pervade every activity."

While play and recreation are used more or less interchangeably throughout the book, "community recreation," as a popularly accepted term, is applied to the present-day organized movement to provide community-wide facilities and activities for children and adults.

To make community recreation vital; to give the spirit of play value as a philosophy of life; to give a conception of the scope of play and its influence on life which will challenge the student, as well as to give practical information, is the purpose of the Normal Course in Play.

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CHAPTER I

THE COMMUNITY RECREATION PROGRAM

Section I

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PROGRAM PLANNING

THE NORMAL COURSE IN PLAY

CHAPTER I

THE COMMUNITY RECREATION PROGRAM

Section I

ACTIVITIES

1. Why a Community Recreation Program?

The impulse to play is universal. The little child playing with his blocks; the boy and girl playing games in the street; the young man and young woman dancing, playing tennis or skating; the older man intent on making a good golf score; the music-lover taking part in a community sing or the amateur playing his part on the stage, are all expressing the play impulse. They are doing the things they want to do for the joy and satisfaction the doing of them brings.

The problem of play is the problem of a rich and free life.

"Play and art," Professor John Dewey has said, "are moral necessities to keep the balance which work cannot definitely maintain. Play and art add fresh and deeper meanings to the usual activities of life; they are responsible for the enriching and freeing of life's meaning."

To the child play is the winning of life; to grown people it is the renewing of life. In leisure rightly used, men and women in industry, business and occupations of all kinds, find the relaxation, the recreation and the opportunity for creative expression and for service to the community which makes of free time an asset rather than a liability.

Play traditions have come down through the ages from the time of primitive man. Play is fundamental. It has profound values not only for the individual but for the community. The group becomes articulate and expressive through play. Communities live in their civic celebra-

tions. The community finds its greatest asset in the leisure time of its citizens productively used.

The community is no stronger than the citizenry composing it. The community, therefore, which provides for the leisure time life of its citizens, which through it brings into sympathy and understanding foreign and native born, is creating a community morale which gives sustaining power. Community spirit which is engendered by a wholesome play life and by the provision for groups of people of common interest will find expression in improved physical resources for the city and in a greatly enriched life.

If the impulse to play is a basic instinct; if through play may be transmitted the social and moral traditions of the race; if play is an important channel for citizenship building, it is the responsibility of the municipality to provide opportunities for play as it provides schools and as it safeguards the health of its citizens.

II. Fundamentals in the Community Recreation Program

The community which provides for the leisure time of its citizens must take into account certain fundamentals. Activities are essential as a means of expression. There must be space for play—parks, playgrounds and open spaces set aside where activities may go on. Facilities are necessary—swimming pools, golf courses, play centers for indoor use, game supplies, apparatus—all the material equipment which provides a favorable environment for play. Above all, there must be leadership to vitalize the activities, to make space and facilities function and to secure the values which are inherent in play for the happiness and richness of life for the individual and for the building up of community life. Finally, there is the organization which binds all together into a unified whole, gives permanency and strength to the structure and makes it possible for each member of the community to have opportunity for play.

Programs differ in their content as community needs vary, but activities, space for play facilities, leadership and organization, are essential to a community recreation program which is to be continuously developing and to have permanent values for the individual and for community life. These essentials have been expressed in the following *Fundamentals.**

* The fundamentals, outlined by the Playground and Recreation Association of America, 315 Fourth Ave., New York, were unanimously adopted at the National Conference on Outdoor Recreation called by President Coolidge in Washington, May, 1924, They have been signed by more than 4,000 individuals throughout the country.

A. That in nearly every community with a population of 8,000 or more there is need of a man or a woman who shall give full time to thinking, planning and working for the best possible use of the leisure hours of men, women and children.

B. That community leisure time programs should continue throughout the entire twelve months of the year.

C. That it is the responsibility of the entire community to maintain recreation opportunity for all the citizens and that there ought, therefore, to be, as early as possible, support of the recreation program through public taxation under some department of the local government.

D. That there should be in every state a home rule bill which will permit the people of any city or town to make provision under their local government for the administration of their community recreation.

E. That there is need in every community, even though the municipal recreation administrative body be most effective, for private organization of citizens in their neighborhoods, to make the fullest use of the facilities provided, to make sure that what is being done is meeting the deeper needs of the people of the neighborhood.

F. That the emphasis ought to be not only on maintaining certain activities on playgrounds and in recreation centers but also and definitely on the training of the entire people in leisure time activities, so that within the home, in the church and throughout all natural, human relationships there shall be the best opportunity for wholesome good times.

G. That the purpose in training children and young people in the right use of leisure ought not to be merely to fill up the idle hours but also to create an active, energetic, happy citizenship.

H. That even though the beginning of a city or town recreation program be children's playgrounds, other features ought to be added progressively from year to year until music, dramatic activities and discussion of public questions, training for more intellectual uses of spare time, and other valuable activities have been included, so that all ages and all kinds of people may find vital interest.

I. That every boy and every girl in America ought to be trained to know well a certain limited number of games for use outdoors and indoors, so that there will never be occasion for any boy or any girl to say that he cannot think of anything to do.

J. That most boys and girls should be taught a few simple songs, so that, if they wish, they may sing as they work or play.

K. That all employed boys and girls should have opportunity in their free hours to enjoy companionship and wholesome social life.

L. That through the community recreation program every boy and girl should come to appreciate the beautiful in life.

M. That adults, through music, drama, games, athletics, social activities, community and special day celebrations, should find in their common interests the opportunity for a common community service.

N. That every new school built ought to have a certain minimum amount of space around it provided for the play of the children.

O. That nearly every new school building ought to have an auditorium, preferably on the ground floor, and should be so constructed that it is suited for community uses.

P. That if a suitable meeting place for community groups is not available in the schools or elsewhere, a community building should be provided through community effort.

Q. That each child, under ten years of age, living in a city or town of more than 8,000 population should be given an opportunity to play upon a public playground without going more than one-quarter mile from home.

R. That every community should provide space in sufficient area for the boys of the community to play baseball and football.

S. That every community should provide opportunity for the boys and girls to swim in summer and, as far as possible, to skate and coast in winter.

T. That every boy and every girl ought to have opportunity, either on his own home grounds or on land provided by the municipality, to have a small garden where he may watch the growth of plants, springing up from seeds which he has planted.

U. That in new real estate developments of five acres or more, not less than one-tenth of the space should be set aside to be used for play just as part of the land is set aside for streets.

III. Activities.

Without activities which are the expression of the play impulse, there can be no program. The activities of a sound recreation program

are all interrelated. Each has its own rich values which can find full expression only when complemented by other activities and given a favorable environment.

Because activities which to one individual are satisfying and expressive may to another be stultifying there must be a wide range of choice in the community recreation program. Because the impulse to play does not always find the same channels of expression, recreational, social, educational, civic and art activities all have their place in the leisure time program.

In play there must be opportunity for forms of activities which mean mental and spiritual refreshment and growth as well as physical exercise and development. Art interests as well as athletic must be given channels of expression. The satisfaction which sharing in music and drama brings is as vital as that derived from participation in social activities. In a man's leisure time he concerns himself with civic matters, with his hobbies, with all the various activities he carries on because he wants to. And so in a community-wide program of play there is a broad field of activities limited only by the failure of the community to make provision for their functioning.

The following list taken from the program of the South Park Commissioners, Chicago, shows something of the scope of the program.

Team Games

Playground Ball	Baseball
Indoor Baseball	Cricket
Soccer Football	Basket Ball
Speed Ball	Captain Ball
Football	Field Hockey
Volley Ball	Ice Hockey

Miscellaneous

Circus	Social Dancing
Boys' Week Parade	Orchestra or Band
Balloon Race	Instrumental Music
Boys' Olympic Meet	Movies
Hallowe'en Parties	Concerts
Valentine Parties	Lectures
Hiking	Band Concerts
Story Hour	Dramatics
Game Room	Reading Books
Puzzles	Reading Magazines
Rope Skipping	Debating
Photography	Ice Carnival
Gardening	Collections, Stamps, Butterflies, etc.
Chorus Singing	

Sports

Ice Skating
Ice Boating
Track and Field
Cross Country Run
Tennis
Boxing
Wrestling
Tug-of-war
Athletic Badge Test
Swimming
Bicycle Riding
Roque
Croquet
Hand Ball
Golf
Bowling-on-Green
Tobogganing
Skiing
Casting
Archery
Rowing
Indoor Bowling
Checkers
Chess
Bunco
Billiards and Pool
Mah Jong
Dominoes
Mumble-the-Peg
Crokinole
Marbles
Tops
Pogo Stick Events
Roller Skating
O'Leary
Jackstones
Baseball Pitching Contest
Twilight Baseball
Twilight Playground Ball

Gymnasium Class Work

Marching
Calisthenics
Apparatus Work
Gymnasium Dancing
Tumbling
Pyramids
Class Relays
Class Exhibitions
Game Periods

Clubs

Boy Scouts
Girl Scouts
Campfire Girls
Athletic Club
American Sentinels
Girls' Social Club
Boys' Social Club
Mixed Social Club
Dramatic Club
Debating Club
Reading Club
Art Club
Musical Club
Singing Club
Nature Study Club

Handcraft

Sealing Wax Work
Dressmaking
Millinery
Fancy Work
Bead Work
Basketry
Weaving
Toy Making
Scroll-saw Work
Radio Making
Doll Houses
Dolls
Clay Modeling
Sand Modeling
Cooking
Interior Decorating
Model Yachts
Model Motor Boats
Model Airplanes
Kites
Making Bird Houses
Ice Boats
Snow Modeling
Paper Flowers
Lanterns
Paper Folding and Cutting
Drawing
Painting

A. Physical

One of the great groups of activities on which the program is based is the physical, and in this group fall many types of activities.

1. Athletics*

a. Importance of Athletic Program

Athletics bulk large in a program of physical activities. Track and field events, highly organized sports such as baseball, football and basket ball, and athletic games calling for a considerable amount of physical exertion and utilizing the element of competition are highly important in the recreation program. Their value lies not only in the big muscle development involved and in improved health but in that training for leadership, for good sportsmanship and citizenship which is the ultimate aim of the athletic program.

b. Problems of Athletic Administration

Much detailed planning is involved in the athletic program. There are questions of classification, of schedule making, of methods of scoring, of testing for physical efficiency and of arranging for tournaments. All these practical considerations and many others are fundamental to the conduct of a successful program.

Much more difficult of solution, however, are the problems involved in questions of professionalism and commercialism in amateur athletics and in the dangers threatening in the tendency to develop winning teams at all costs and star players rather than many participants of mediocre ability. These dangers, Dr. Jesse F. Williams has pointed out in *Organization and Administration of Physical Education,* are not bound up with any essential need of athletics but are outgrowths of the failure on the part of some authorities to make athletics a positive, constructive force in education. The community recreation program in its athletic phases is concerned with providing a program for the amateur who plays for the love of the game and to whom sport is nothing more than an avocation. It is only through leadership that the moral values of athletics can be made a part of life.

* For condensed information on this subject see *Recreative Athletics,* published by A. S. Barnes Co., New York.

c. Activities in the Program

For Boys.—Organized athletics for boys and men have been developed over a long period of years. A great deal of definite knowledge has been assembled and an athletic tradition has been built up which serves as a guide in working out programs. Among the activities which experience has shown to be desirable for boys are the following:

Tennis	Football
Soccer	Hand Ball
Cricket	Speed Ball
Boxing	Basket Ball
Squash	Volley Ball
Bowling	Center Ball
Lacrosse	Field Hockey
Swimming	Track and Field Athletics
Baseball	

For Girls.—There is no such athletic tradition for girls' athletics as has been built up for boys, and as a result the question of the physical activities best suited to girls and young women and of a well-rounded and well-administered program is a widely discussed one at the present time. Some leaders in physical education advocate a free participation by women in activities pursued by men; others limit the range decidedly. Many leaders oppose emphasis on track and field meets and inter-institutional competition because of their great intensity and the undesirable publicity so often connected with them, the danger which lies in the development of stars to the neglect of the great mass of girls, the lack of proper medical examination and the tendency for girls to participate when they are not fit.

The Women's Division of the National Amateur Athletic Federation, with headquarters at 2 West 46th Street, New York City, which has been established to set standards in athletics for girls and to act as a clearing house in problems connected with girls' athletics, urges that no consideration be given inter-institutional athletics for girls until the school or institution has furnished opportunity for every girl to have a full season's program of all-round athletic activities, and that where it is thought desirable—educationally and socially—to hold inter-institutional meets, there shall be medical examination of all participants, no

gate receipts, admission only by invitation, no publicity other than that which stresses the sport and not the individual competitor and only properly trained women instructors and officials in charge.

The Girls' Branch of the Public Schools Athletic League of New York City does not sanction inter-school competition. The intra-school activities which the League sanctions for girls are as follows:

For Elementary Schools

(1) Folk Dancing
(2) Walking
(3) Swimming
(4) Skating
  (a) Ice Skating
  (b) Roller Skating (out-of-doors)
(5) Rope Skipping
(6) Bicycling
(7) Coasting
(8) Hand Tennis
(9) Track and Field Athletics
  (a) Shuttle Relay
  (b) Potato Relay
  (c) All Up Relay
  (d) Hurdle Relay
  (e) Pass Ball Relay
  (f) Basket Ball Throw
  (g) 50-yard Run
  (h) Circular Track Relays:
    3A to 4B Not longer than 30 yards
    5A to 4B Not longer than 40 yards
    7A to 8B Not longer than 50 yards
(10) Team Games
  (a) End Ball
  (b) Captain Ball
  (c) Basket Ball
  (d) Punch Ball
  (e) Indoor Baseball
  (f) Newcomb
  (g) Nine-court Basket Ball
  (h) Captain Basket Ball
  (i) Long Ball
  (j) Volley Ball

For High Schools

(1) Folk Dancing
(2) Walking
(3) Swimming
(4) Horseback Riding
(5) Skating
  (a) Ice Skating
  (b) Roller Skating (out-of-doors)
(6) Bicycling
(7) Golf and Lawn Tennis
(8) Hand Tennis
(9) Heavy Gymnastics
(10) Track and Field Athletics
  (a) Simple Relay (circular track)
  (b) Shuttle Relay
  (c) Potato Relay
  (d) Hurdle Relay
  (e) Baseball Throw
  (f) Basket Ball Throw
  (g) 50-yard Run
(11) Team Games
  (a) Indoor Baseball
  (b) Field Hockey
  (c) Basket Ball
  (d) Volley Ball
  (e) Captain Ball
  (f) Newcomb
  (g) End Ball
  (h) Punch Ball
  (i) Pin Ball

d. Group Athletics for Boys and Girls

Competition may be made one of the most valuable elements in the athletic program, but over-emphasis on it is

dangerous. A very valuable form of competition is that involved in group athletics in which all members of a class or a given percentage of them try their skill in systematic succession in an event, the combined score making a class record. A plan of this kind gives opportunity for groups rather than individual competition with emphasis on star performers and they enlist in the athletic program practically all the members of the class instead of only a few. Group athletics are most valuable in that they involve group players combining effort for a common end.

A plan of group athletics has been outlined whereby boys and girls may receive the full benefits represented by the great amount of preliminary practice which is necessary within the group. The physical development of the individual is hereby aided and the social response is fostered. In this plan the sum of individual records divided by the number of competitors equals the group record. The following events have been generally used for boys: Jumping (standing, running or broad), chinning (pulling on horizontal bar) and running. Other events that have been successfully used are the football kick, the baseball throw, the shot put, the relay and potato races.

The events used for girls include basket ball throw, all up relay, shuttle relay, folk dancing and hoop race.

2. **Physical Fitness Tests**

Physical fitness tests may often be made the basis for a plan of group athletics such as has been outlined. A number of national organizations, state departments of physical education and other groups have outlined activities to test physical efficiency—among them the Playground and Recreation Association of America, which has arranged a series of events for testing the minimum physical efficiency of boys and girls. These athletic badge tests, which are being used nationally, are progressive, setting as they do three distinct standards of achievement which boys and girls may attain, each one being a little more difficult than the preceding one. They are based on the four fundamental activities: climbing, jumping, running and throwing. (See Appendix A.)

3. **Games**

Games should reach all the children all the time. They

must accordingly be adapted to all degrees of ability, to all ages and both sexes, to different seasons and to varying social conditions and environment. It should be possible to play them not only on playgrounds but in the school room. Above all, games should play themselves on vacant lots and in backyards—any place where children come together.

Games may be classified in a number of groups. There are the kindergarten and dramatic games of early childhood, plays of simple imitation and stories told in pantomime and circle games. Social games, quiet games and social "mixers" form a large group of games of increasing importance in recreation programs. Educational games, many of them involving physical activity and designed to aid in the teaching of arithmetic, geography and other subjects, are coming into prominence. There is, too, the group of highly organized athletic games which have been discussed earlier in this chapter. (See Appendix B for games and plays listed according to grades.)

Mass Physical Recreation Activities.—A group of great importance in the recreation program are the games and sports involving a low degree of organization, such as group games, relay races, combative contests and mass activities. This type of activities is largely in use on the playground and in the gymnasium and is important because it permits of participation by large numbers of people, no skill is required and it may be used without previous practice. It offers many kinds of natural physical activity and has large recreational and social values. (For detailed information on mass physical recreation activities see Staley's *Games, Contests and Relays.*)

4. **Hiking**

Hiking is one of the physical activities which has gained most in popularity during the past few years. This activity has been fostered by the organization of community hiking clubs as well as of the more highly specialized outing clubs such as the Green Mountain Club and similar groups throughout the country. More and more municipal recreation departments and private groups conducting community recreation are making hiking an important part of their programs. The hiking program may include nature study and nature games and collections of flowers and stones.

5. Health Activities

The desirability of good health is universally admitted, though there is not so great an appreciation of the important consequences—social, moral and spiritual—of good or bad health. Dr. W. S. Rankin, State Health Officer, North Carolina, has given the following statement of reasons why the child, youth or adult needs good health.

First, because health largely determines the factors of interest and endurance.

Second, interest and endurance largely determine efficiency.

Third, efficiency during youth in studies and games; and during maturity in the more serious tasks of life, largely determines happiness.

Fourth, happiness largely determines disposition and attitude.

(See *Health Education*—Report of the Joint Committee on Health Problems in Education, 1924.) .

A feeling of joy in life is one of the chief sources of good health. It is to the promotion of happiness, which is so fundamentally important, through health that the community program of play is making so great a contribution. While the entire recreation program with its happiness-producing activities, its health-giving play in the open air, with all the forms of developed mental exercise which it provides, is contributing to health, there are certain activities of the program which relate definitely to the promotion of a health education program.

a. Promoting Good Health Habits

The conducting of activities directly promoting good health habits has become a part of the playground program in a number of cities. Children are interested in being able to do things and to do them well. They are eager to excel in running, in games and in athletics, and it is legitimate to tie up this life interest in activity and in accomplishment with the promotion of health habits. When children understand that health is a pre-requisite for success in an all-round physical accomplishment, they become interested in the establishment of good health habits.

In teaching health habits a number of devices may

be used; many of them particularly arranged for the younger children introduce play and dramatics. Among them are the organization of health clubs and of the school Board of Health; daily morning health inspection; health games; health stories and health rhymes told to children and by children; health dramatics; health circuses; health posters and scrap books made by children; recitations on health topics developed by children; discussions on newspaper and magazine health articles; experiments and demonstrations made for the children and by the children; and the use of the classroom weight record.

Information and literature regarding these interest-arousing devices for health teaching may be secured from the American Child Health Association, 370 Seventh Avenue, New York City, and from the National Health Crusaders promoted by the National Tuberculosis Association, 370 Seventh Avenue, New York City, with its program of pledges and badges, health shows, score cards and contests appealing to children of the age to enjoy clubs, competitions and ceremonies.

b. Health Service to Others and to the Community

The promotion of health habits is only the first step in a health program. From this point the child should be led to thinking of what he can do for the health of others. First aid instruction is accordingly an appropriate activity. (See Appendix C.)

Following this, what the child can do for the health of the community is another phase of the health program to which training on the playground should contribute. Clean-up days on the playground, health exhibits and all activities which stress the relation of health to community betterment may be demonstrated on a miniature scale on the playground and often may be put into actual operation in the community in cooperation with community groups.

c. Accident Prevention

The increasing number of automobile accidents resulting in the injury and death of thousands of children is focusing attention not only on the need for more playgrounds but also on the importance of teaching children the fundamentals of accident prevention. Much of this teaching on

the playgrounds and in the schools may be given in the form of dramatics and of games. The National Safety Council, 168 North Michigan Avenue, Chicago, Illinois, has issued a number of pamphlets on accident prevention including a manual on safety education.

B. **Constructive Activities**

No single activity in the recreation program has had a greater development within the past few years than constructive play and handcraft. It has found expression from sand box activities to the general efforts of the individual to express himself in various forms of plastic and graphic art and to community movements for the beautification of cities.

1. **Sand Box Play**

For years sand play has been an indispensable part of the program, especially for younger children. Equipped with molds and toys, the sand box gives unlimited opportunity for the play of the creative instinct.

2. **Other Forms of Constructive Play**

Basketry and reed work, pottery, bead work, sewing and the making of blouses, hats, dresses and other articles of wearing apparel, the knitting of sweaters, crocheting, making of hammocks and bean bags and checker boards, carpentry, bent iron work and similar activities have long been a part of the program. More recently there has come a remarkable development in toy making, the construction of kites and lanterns, boats and airplanes, flowers and other articles whose making has meant expression of the creative instinct and a growing appreciation of the beautiful. The holding of kite tournaments, lantern parades, boat sailing contests and flower exhibits, in which the element of competition has entered, has meant increased interest in manual activities on the part of the children and parents.

C. **Rhythmic Activities**

From earliest times the expression of the rhythmic interests has been the expression of joy in living and of some of the deepest emotions of individuals and nations.

1. **Dancing**

Dancing is one of the most fundamental forms of rhythm.

When conducted under wholesome conditions, it has great educational and social values.

a. **Folk Dancing**

Folk dances—dances of the people—have been handed down from generation to generation much as folk stories have been perpetuated. A folk dance can be used as a means of teaching valuable folk lore as well as satisfying a wholesome desire to dance. In addition to the social values to the individual, folk dancing adds greatly to the beauty of play festivals and pageants and gives opportunity for the foreigner, through his native dance, to make his contribution to the new world's civilization.

Value of Folk Dances for Children.—"The folk dances which lend themselves best to recreation for children are those which may be classed in the same category with active games most desirable for the same purpose—those in which large groups take part, which are easy to learn and to pass on to others and which provide vigorous action, forgetfulness of self, keen interest in pleasure, team work and the social element." (From *Folk Dancing as a Popular Recreation* by Elizabeth Burchenal.)

The following list of folk dances is suggested in *Folk Dancing as a Popular Recreation* as being especially suitable for children:

Singing Games (Extremely Simple)

The Bridge of Avignon (*Sur le pont d'Avignon*), *Carrousel, Gustaf's Skoal, I See You, Our Little Girls, Seven Pretty Girls, Sa Pater, The Poppy* and *The Roman Soldiers.*

Dances (Simple and Vigorous)

Come Let Us Be Joyful, Crested Hen, Farandole, Gossiping Olle, The Hatter, Noriu Miego, Oxdans, Reap the Flax, Sappo, Seven Jumps, Stick Dance, Sweet Kate, Tarantella and *Tinkers' Dance.*

Dances (Suitable for Groups Who Have Had More Practice)

Dal Dance, Four Dance, Foursome Reel, Gotlands Quadrille, Half-moon Kolomeyka, Kanafaska, Little Man in

a Fix, Parisian Polka, Three Men's Reel, The Waves of Tory and *Vira.*

These games are taken from the following books, which may be secured from G. Schirmer Inc., New York: *American Country Dances, Folk Dances and Singing Games, Dances of the People, Folk Dances of Denmark, Folk Dances of Finland* and *Folk Dances from Old Homelands.*

b. **Social Dancing**

Social dancing has always been with young people the most popular form of social activity, and it has great social value when conducted under wholesome conditions with insistence on high standards of dancing and good music. The normal desire for dancing and for the social relationships which it helps establish may be directed under leadership into socially useful channels. There is a tendency, however, to an over-emphasis on social dancing to the exclusion of other desirable activities, and this the recreation worker must guard against. It has usually been the experience that social dancing does not mix well with other activities, unless reserved until the end of an evening's program.

Moreover, the wise recreation worker will not urge dancing in a community where there is a prejudice against it.

2. **Community Music***

No phase of community art life has had a greater development in the past few years than music. It has come to be recognized as a tremendous force in helping the child and adult to gain for themselves a greater degree of joy and self-expression. Not merely to hear good music but to have a part in the production of it must be the objective in a community recreation program. The following musical activities should be included:

a. **Community Singing and the Training of Leaders**

There are many forms of musical expression which give opportunity for wide participation on the part of people previously untrained along musical lines. Many individuals have precious talents which have been lying latent.

* For condensed information on this subject see *Community Music,* published by the Playground and Recreation Association of America.

Community singing is perhaps the best known form of community music. Although long used here in a small way, it was during the war that it was brought into nation-wide prominence as a great patriotic force for the men in service and the civilian body. With diminished force it persisted into the post-war period and was incorporated into the programs of many community groups. It is to-day again making headway so that our people sing much more than they did before the abnormal war period. The training of volunteer song leaders has done much to further the movement, with the result that we are now apparently well started on a movement which embraces the steady use of our fine old folk songs, an appreciation of the best music and an effort to create some new and genuinely American music. Music is playing an important part in special holiday celebrations at Easter, Christmas and other special days. Much of this community singing activity is being carried over into special chorus groups for the giving of concerts, operas, oratorios, by mixed, male or female, choruses.

b. **Instrumental Manifestations**

Not only have community orchestras and bands been stimulated but smaller groups in schools, churches, settlements and industrial groups have arisen in greater numbers. Larger numbers of less pretentious instruments such as the harmonica and ukulele are being used than ever before. Moreover, as a form of game, ensembles of toy instruments have been used with persons who have no musical training, and toy symphonies are being successfully developed on playgrounds and at recreation centers.

c. **Listening to Music**

Definite effort for the advancement of the community taste in music has been made in community concert courses, artists' recitals, municipal operas and similar events. Music weeks and especially the widely used memory contest idea have done much to create higher standards of musical taste and to make music in the home, theatre, school and institution a more vital force, thus giving it wide popular interest.

d. **Organization for Community Music**

To make the community music program permanent there should be a committee composed of people from community groups as well as of individuals previously interested in music. As a first step in arousing interest, the committee may want to hold one or two demonstration sings with large groups of people. A music program cannot, however, be limited to community singing. Joseph Lee has said, "We ought to keep on with community singing, but we ought also to have it lead over, for the more musical, into permanent choruses which will be able to do oratorios. We should get glee clubs started in every school and social center. We should promote orchestras, bands, string quartettes, mandolin clubs in schools, settlements and neighborhood centers."

In planning a permanent program, therefore, it is important that all these factors shall be kept in mind, and in the program there may be introduced such of the activities suggested as a result of a study of the needs of the community show are best fitted to community conditions.

In initiating the program, singing may well be started in a few department stores and factories and with foreign-born groups. Progress may be from the singing of folk songs in their native language to the singing of songs in English and to participation with other groups. The training of volunteer song leaders should be promoted at an early stage of the program so that these leaders may serve as song directors for small groups. Thus the program may be made a part of community life and community music with its educational and cultural values a force for community building.

D. **Community Drama***

Because of the universality of the dramatic instinct and its importance as a means of creative expression, it is highly desirable to develop a dramatic program in connection with the community recreation system. To secure a wide participation on the part of community groups as well as to develop an appreciation of the best in drama must be the purpose of the community drama program.

* For condensed information on this subject see *Community Drama*, published by the Playground and Recreation Association of America.

1. **Organization and Leadership**

Organization and leadership are the important factors in the dramatic program. Where the program is to be permanent and continuing it is necessary to have a community drama committee to take charge of the work. There is an opportunity in every city to build up the use of public school buildings, high school auditoriums, churches, settlements and factories where plays may be put on by small groups. It is the function of the committee in charge to seek out these resources, to interest groups in the program and to find the unused talents in the community.

2. **The Program of Community Drama**

The community drama program becomes effective only when it functions for the entire community and through community-wide participation. The important emphasis in the program is therefore on the participation of all dramatic groups and the development of existing facilities.

The operation of the program and its progressive development are made possible through a variety of channels; among them, festivals and pageants, the promotion of Drama Week, the holding of institutes for the training of leadership, the forming of play reading and play writing groups and of drama appreciation classes, drama for children and finally play production for all groups.

a. **Festivals and Pageants**

Festivals with the opportunity they give for folk dancing and dramatic play are important in the celebration of holidays, as a closing event for the playground season and as a part of the citizenship program.

Pageants are being increasingly featured as a part of community and special day celebrations and have great value in bringing members of a community together and creating a community spirit. Danger lies in having too many pageants and in wearing out the community. The pageant is valuable in that it includes all the arts—drama, music and dancing—and gives opportunity for the participation of many people.

b. **Drama Week**

The purpose of Drama Week is to arouse community-wide

interest in the drama program and to show the community something of its scope and content. In the organization of drama all groups—civic bodies, churches, schools and libraries—are represented on the committee. Information on drama is designated through lists of plays, books and literature dealing with drama, through the setting up of a model stage and demonstrations of lighting and costumes and through the actual participation in plays by various groups.

c. **Drama Institutes**

Trained leaders are essential if the drama program is to be fully effective. To meet the need for trained leadership many colleges and educational institutions and special drama training schools are now giving intensive courses. More and more the people in communities throughout the country are organizing groups of individuals interested in the drama and are securing the services of experts to give institutes—concise, intensive workshop courses, designed to aid teachers, recreation officials and all others seeking practical training in amateur dramatic production.

d. **Play Reading and Play Writing Groups and Drama Appreciation Classes**

Many people whose talents do not lie along the line of acting but who are interested in drama are finding channels for self-expression in play reading and play writing groups and in drama appreciation classes which are doing much to set high standards.

e. **Drama for Children**

There is a strong feeling at the present time that not only should there be plays in which children participate but there ought also to be plays which are suitable for children to see. Many groups have therefore arranged matinees for children when plays of special interest to them are presented.

f. **Play Production**

Play production is the culmination of the community drama program. In connection with the production of plays, the workshop is of fundamental importance, opening up as it does avenues through which many people may

make their talents count for the community drama program. By designating and executing costumes and scenery, by working out lighting and many other problems connected with play productions, these people are enabled to make contributions which give them a place in the art world.

3. **Religious Drama**

During the Middle Ages the drama and the Church were so closely allied that the fact that once again these two have come together is merely a renewing of old ties. The modern drama, as we know it to-day, had its beginning in the pre-Elizabethan Miracle and Morality plays which were acted not only in England but in France and other countries of Europe. The past few years have seen a revival of drama in churches, Sunday schools and in the community as a whole.

E. Linguistic Activities

The leisure time movement is attempting to help communities cultivate their linguistic interests in all the best and highest forms of expression through:

1. **Public Discussions and Forums**

A very valuable phase of the linguistic interest is that which finds expression in public discussions, both those which are informal in character and the more formalized forum. These discussions may center around neighborhood and community conditions and ways of meeting local needs, or they may have to do with national and international questions, and outside speakers may be introduced. Such discussions tactfully and wisely directed may be made exceedingly valuable for the individual and for the building-up of neighborhood life.

2. **Reading**

Good reading and the setting up of standards of taste in reading are being stimulated through such reading clubs as are fostered by the Department of Agriculture and through such movements as Book Weeks, when moving picture films based on classic literature are shown, through Children's Rooms in libraries, travelling libraries, the writing of essays by playground children on things that interest them.

3. **Storytelling**

The primary purpose of storytelling is "to give joy; through

this joy to stir and feed the life of the spirit." Storytelling has an important place in the recreation program. Not only is it being used on the playground and at social centers but in a number of cities groups of volunteers, often in gypsy costumes, go from neighborhood to neighborhood telling stories to people on street corners and in yards.

a. **Selecting and Telling the Story**
The story must be adapted to the group and to the age and experience of the members. There should be a theme for the hour. Stories to be valuable must have the qualities of cohesion, unity of theme and related interest. The story must be told simply with no striving for effect, directly, grammatically and vividly.

b. **Types of Stories**
The stories best adapted for telling children are the fairy tale with its appeal to the imagination, the nonsense tale with its relaxing properties of humor, providing both fun and wisdom, the nature story which makes for the cultivation of sympathy and widens the connections with other kinds of life, and the historical story which is a valuable aid in historic training, stirring the desire to emulate fine and heroic deeds.

F. **Natural and Environmental (or Scientific) Activities**
These activities develop from the individual's intellectual interest. The interest of the child in nature may be encouraged through walks in the country, nature talks and games and the collecting of stones and flowers. Activities of this kind lead to an interest in natural laws and sciences. The interest in environment will also find expression through visits to libraries and museums, to the industrial and commercial plants of the city and to places of historic interest.

G. **Social Activities***
With the later years of adolescence the need arises for the provision of a program which will mean the wholesome association of the sexes. In meeting this need and in developing neighborhood life social recreation plays a large part. There are many occasions when people come together that need the social-

* For condensed information on this subject see *Fun for Everyone*, published by the Playground and Recreation Association of America.

izing influence of play. Social recreation which brings people together in an atmosphere of geniality and relaxation helps to develop neighborliness. In play that is natural and enjoyable, people throw off artificialities and lose selfconsciousness. A spirit of comradeship takes possession and some of the most valuable social characteristics are developed.

1. **Leadership**

   Leadership is the all-important factor in creating the atmosphere. The ideal leader should bring to his task the ability to develop leadership in others and the art of leading rather than directing.

2. **The Program**

   Every program must be adapted to the group. People are always more important than the activity, which is merely the avenue through which expression is made possible. Music, dramatics and games give a wide range of activity on which to draw for the program and the talents of any group may find expression through one of these channels.

   a. Making up the Program

   In making up the program it is necessary to consider how many people will be present and their ages and interests. A program should be well balanced. A good program is usually made up of social "mixers" which serve as an introduction, active and quiet games, singing, folk dancing and possibly social dancing. Sustained interest is an important element. The program must not be dragged out and there should be a period of relaxation. It is well to stop playing a game while the participants are enjoying it, not after they have begun to tire. Games should be alternated so that the group will not have too much physical exertion at one time.

   Folk Dancing.—Folk dances in the countries from which they come are the traditional rural community recreation of the people and contain the essence of social group play. They are particularly well adapted to the use of adults and are an important citizenship agency.

   Some of the folk dances best adapted for impromptu use in adult recreation are:

The Circle and *Old Dan Tucker* from AMERICAN COUNTRY DANCES.
Come Let Us Be Joyful from DANCES OF THE PEOPLE, Volume II of FOLK DANCES AND SINGING GAMES.
Farandole, Roman Soldiers, Sweet Kate and *Noriu Miego* from FOLK DANCES FROM HOME LANDS.
Gossiping Ullah and *Pretty Sister-in-law* from FOLK DANCES OF FINLAND.
Komarno from FOLK DANCES AND SINGING GAMES, Volume I.
Mallebrok from FOLK DANCES OF DENMARK.

Social Dancing.—Social dancing will always be a popular activity, but much can be done to provide a substitute for it through a program of games and folk dances. Very often social dancing may be used to close an evening's entertainment, but it is well to avoid over-emphasis on it.

*A Suggested Program.**—The following suggested program for a social evening shows how games, social activities and music may be utilized in building up the program:

(1) Marching songs (a mixer)
(2) Singing
(3) Going to Jerusalem (group game; if music is not possible, substitute Crossing the Lake)
(4) Dangerous Neighbor (group game)
(5) Ankle Tag (group game)
(6) Jump Shot (group game)
(7) Program
(8) Popularity (game to music)
(9) Old Dan Tucker (game to music)
(10) Jump, Jim Crow (game to music)
(11) Refreshments
(12) Community Sneeze (stunt for group)
(13) John Brown's Baby (stunt for group)
(14) Do This, But Don't Do That (stunt for group)
(15) Alphabet Game
(16) Spoke Relay
(17) Umbrella Relay in Couples
(18) Singing

* Practically all of the activities suggested in this program will be found in *Rural and Small Community Recreation* and *What Can We Do*, handbooks published by the Playground and Recreation Association of America.

H. Civic Activities

The civic interest is not a natural interest in the sense that the physical, creative, rhythmic and other interests and activities mentioned are natural or instinctive, but it is rather a composite of several of these and is the product of the state of people living together. Because of this inter-relationship with the social interest it has an important place in the leisure time field. It is largely in their free time that people are concerned with service to the community and to one another.

Adults give expression to this interest through Parent-Teacher Associations, neighborhood civic and improvement clubs, health associations and similar groups. The exercise of their responsibility as citizens and their interest and participation in municipal governments are all outgrowths of the civic interest to which all other interests must contribute.

The political or civic interest of children and young people are manifested in their gangs, ball teams and clubs. The community recreation movement seeks to find ways and means of utilizing the political interest in a progressive way which will lead from the earliest expressions naturally and gradually into the activities and duties of citizenship. Junior citizenship clubs, Junior Police, Junior achievement clubs, Boy Scouts, Young Men's Christian Associations, Girl Scouts, Camp Fire Girls, Young Women's Christian Associations, church clubs and other groups which train for citizenship are providing channels for the expression and training of civic interest. Such groups of young people can begin early in life to serve their communities by working for city institutions and helping in campaigns of various kinds. Training for leisure, which is so largely training for citizenship, is a process which must begin early in the child's life. It is the responsibility not only of the parent but of the community as a whole.

SECTION II

PROGRAM PLANNING

The groups of activities which have been outlined all enter into the leisure time program. To make possible a well-balanced and well-rounded program there must be a grouping and selection of these activities. It is here that leadership has its greatest opportunity. The planning of the program on the basis of the needs and desires of the various groups, the process of building it up day by day, month by month and year by year, so that it will be progressive and developmental, drawing in neighborhood groups into participation in activities and management, are problems requiring skilled leadership of the highest type.

I. Meeting Special Needs

It is important in program planning, first of all to have some idea of the age groups in the community. How large is the school population for which playgrounds must be provided? What percentage is made up of adults? Considerations such as these are important in making up the program.

The following figures compiled from a study of United States census reports show the population of the United States by age groups and give a fair picture of conditions which exist in the average community, though studies in individual cities will show a slight variation in the percentages.

	1920	1910	1900	1890	1880
Under 5 years	10.9	11.6	12.1	12.2	13.8
5 to 14 years	20.8	20.5	22.3	23.3	24.3
15 to 24 years	17.7	19.7	19.6	20.4	20.0
25 to 44 years	29.6	29.1	28.0	26.9	25.8
45 to 64 years	16.1	14.6	13.7	13.1	12.6
65 and over	4.7	4.3	4.1	3.9	3.4
Age unknown	0.1	0.2	0.3	0.3	—

Among these age groups, forming cross-sections of them, are a number of special groups, a consideration of which is basic in program

planning; for upon their needs depend, to a large degree, the choice of activities and the types of programs developed.

Among the special groups found in the average American community are the following:

A. **Colored Citizens**

While activities for colored citizens have for years been a part of the recreation program of a number of cities, it is only comparatively recently that communities have felt any large degree of responsibility for organizing for the leisure time of colored children and adults.

Recent experience has shown the desirability of developing leadership among the colored citizens themselves for the conduct of the program. In this, careful organization is important. To insure community-wide guidance and safeguard the objectives, the organized cooperation of representative white and colored citizens is fundamental to a plan which will give adequate opportunity for recreation developments. Thus through organized committees there is joint planning and unification of the program, with direct responsibility for leadership in the work placed upon the colored citizens themselves. A splendid way in which the responsibility has been assumed is evidenced in a number of cities by the existence of colored social centers with trained colored leaders and of other facilities made possible by the initiative of the colored citizens.

The program of activities in cities where a special effort is being made to meet the needs of the colored citizens consists of playgrounds, social centers, music, drama, games, sports, outings, picnics and similar activities.

B. **Foreign-born Groups**

The community recreation group has a very definite responsibility toward the foreign-born citizen. Recreation is basic to the integration of the foreign-born into American life and nothing is of more importance in the citizenship program.

It is a fundamental requirement that the recreation worker shall know as much as possible of the races whom he is serving, and their background of customs, traditions, political ideas and standards of living. If it is true that the use of free time fixes and determines habits of mind and characteristics of nations, then it is particularly important for the recreation worker to know something of the leisure time life which has developed

certain customs. Prof. Elmer D. Mitchell has pointed out that in almost every way a people's athletics are representative of its customs and traditions and are a means of determining the trend of a nation's life. Decadent nations find enjoyment in bullfights, cockfighting, professional wrestling and the like; autocratic nations specialize in the disciplined, machinelike and systematic gymnastics; and democratic nations produce sports. All through history democracy has been accompanied by an interest in amateur sports. Team games and democracy are inseparable; the one goes with the other as a training for free citizenship. The nationalities that have never had any practice in self-discipline nor even any experience in team play, when allowed free rein, gang together in destructive moods. To make orderly citizens of this material is a hope that the playground and social center are striving to realize. Their appeal, which reaches the emotional rather than the intellectual nature of the peoples strange to our land, is one that makes for a bond of mutual sympathy as no other agency can.

A second requirement in work with foreign-born is that the approach to the problem of assimilation and citizenship shall be through the adult rather than the child. It is harder to do this, but in view of the fact that the problem of the adult is the great problem, it is the fundamental method of approach. Children easily learn American customs and often this very fact threatens family life. The recreation program can do more than anything else to bridge the chasm and bring children and adults together. It is important that the recreation worker, from the first, help the foreign-born mother to realize that she must follow her child through all his experiences. For this reason there should be neighborhood groups of mothers back of the playground, who will through this interest be brought into the general neighborhood program.

It is particularly necessary that activities be provided for the foreign-born woman. The child learns English at school; the foreign-born man at his work has many opportunities to acquire a knowledge of the language; the woman confined to the home has no such opportunity, and very often her inability to speak English and to form outside relationships sets up a barrier between mother and child and brings about an attitude in which lack of respect predominates. This conduct may be met in part by classes in household arts where the foreign-born woman will

be brought in contact with the native and will learn the English equivalent of the articles most intimately associated with her home life. The social element should be in the foreground in gatherings attended by these new Americans.

It is important that the foreign-born shall be drawn into the community program on the basis of the contribution which they have to make. There is danger, however, in trying to draw them in too quickly. Experience has shown the advisability of first showing them the meaning of American hospitality through visits in the home, through the dissemination of information regarding the schools, parks and other facilities of the neighborhood and their significance and through receptions where the foreign-born will meet American officials.

Following this period of hospitality, the point is reached where the contribution of the foreign-born should be made and it is important for them to begin to do things. Music, drama and handcraft are the three main channels through which the contribution of the foreign-born will find expression. The putting-on of folk plays offers one important channel. Again, every race responds to music, but it is necessary for the worker to keep in mind that the gifts along musical lines are differently expressed. It should be the function of the recreation program to keep singing alive by developing it along the line followed by the particular race in question. In large mass performances there is great opportunity for building together the talents of the foreign-born. Holiday celebrations bring workers together and pageants developed along the line of American history are splendid citizenship media.

There must be in the field of physical activities the same participation which the art field makes possible. Adult field days are important. School buildings should be opened as social centers and early in the program the discussion club should be introduced so that the foreign-born may ask questions about America. In this way there will be built up a real knowledge of America.

Above all, the recreation worker should guard against repressing the foreign-born by over-insistence on American codes. It is vital to keep something of the informality which the European has and to provide an environment to which he will respond. It is a mistake to say the foreign-born citizen must speak only English. He must, of course, learn English but it is also

important for him to have the freedom which his own language offers.

C. Industrial Groups

With the eight-hour working day now almost universally accepted as standard, with the increased leisure which it has brought about and with higher wages for the working man, the problem of the provision of wholesome recreation for the industrial groups becomes increasingly important.

1. Community Recreation Versus Recreation within the Industry

Many industrial plants are conducting intra-mural recreation programs and are providing such facilities as playgrounds, swimming pools, athletic fields and recreation buildings. It is natural, however, for the man who spends approximately one-third of his day in a factory or business house to want to spend his leisure hours in a community of which he is a part and to participate in the recreation activities of his neighborhood. As a result, the community recreation program is making a strong appeal to the working man and his family.

There can be no charge of paternalism against a community recreation program, a complaint from which factory welfare work is not always free. In community recreation employees not only participate in the program but they help control it and contribute to it voluntarily in service and money. Recreation on the community plan is popular because the participants take part in it not as employees but as neighbors and friends. The Fun Nights at the community center, the winter sports carnivals, the twilight baseball teams, present opportunities for employers and employees to meet as citizens and neighbors. Community recreation tends to reduce migration from city to city since workers desire to live in communities which provide adequately for spare time.

2. The Program

Athletics are a very important part of the program for industrial groups and many cities are fostering industrial athletic associations in which teams from industrial plants and from stores compete in various sports. The Paterson, New Jersey, Athletic Association, for example, makes possible competition in baseball, basket ball, soccer and rugby, bicycling, skating, football, field ball, dodge ball, volley ball, track and

field athletics and bowling and conducts other forms of recreation such as dances, entertainments, socials and league banquets. Through the Board of Recreation of the city, which serves as the coordinating and administrative body, the use of public school buildings and outdoor fields has been secured for the Association.

Noon hour singing and games at the factories are other popular activities of the industrial recreation program. Dramatics, game evenings, music, educational classes and all the activities entering into the community recreation program should be made available for industrial groups.

Oakland, California, is conducting an extensive recreation program through the Industrial Athletic Association of Greater Oakland and the Girls' Auxiliary fostered by the Oakland Recreation Department. Following a survey of the plants of the city, which included a study of their recreational facilities and possibilities, both indoor and outdoor, and of the activities at the plants, in the club house and out-of-doors, the following program was arranged for 1924:

Activities (Regular)

I. **Noon Hour Play** (at plant)
   - A. *Athletic Games*
     1. Volley Ball
     2. Baseball
     3. Tennis
     4. Quoits
   - B. *Rainy Day Activities*
     1. Occupational Work
     2. Suitable Indoor Games

II. **Late Afternoons**
   - A. *Recreational Activities*
     1. Crew
     2. Swimming

III. **Evenings**
   - A. *Activities*
     1. Volley Ball
     2. Basket Ball
     3. Swimming
     4. Crew
     5. Interpretive and Folk Dancing
     6. Educational Classes
        - a. English
        - b. Social Problems
        - c. Economics
        - d. Parliamentary Law
        - e. Others may be introduced as the need arises

Special Events

I. **Sports Carnival** (March)
II. **Field Day** (June)
III. **Industrial Picnic** (September)
Whole family considered
IV. **Parties and Social Dances**
To be given monthly, alternating between plants which have available facilities
Director to cooperate with industries wishing to entertain solely for employees in their plant by helping to plan program.

Tournaments

I. **Schedules**
A. *Games*
1. To be played according to season
2. Grouping neighborhood plants situated within short distances
3. Combining women's outdoor clubs and industrial groups (for girls' activities)
II. **Play Days**
A. Neighborhood Play Days to be held quarterly and finals of tournament games to be played off at these meets.

Meetings

I. **Industrial Athletic Association of Greater Oakland and Girls' Auxiliary**
A. Executive meeting to be held monthly to discuss and plan various programs
B. General meetings to be held quarterly
C. Special meetings as needs arise

D. Institutions

A phase of the leisure time program which is constantly growing in importance is the problem of providing recreation for children and adults of various groups. For no community group is there a greater need for recreation than for those who are obliged to spend at least a part of their lives inside the four walls of an institution. And with no group are the physical and spiritual benefits more apparent.

There is no type of institution in which some phase of the play program can not advantageously be introduced. Blind and crippled children and those handicapped by other physical defects can under wise leadership be taught to play in practically the same way as do normal children. Recreation in correctional institutions, reform schools and prisons has had a remarkable effect upon the character and morale of the inmates. The therapeutic value of play for the insane has long been

recognized and more recently music has been demonstrated to be an exceedingly valuable aid in the treatment of insane patients. In hospitals it has been found possible to arrange programs of games and motion pictures even for bedridden patients, and the development of novel bedside games and similar activities is aiding materially in the recovery of patients. The recreation needs of those living in homes for the aged are also being taken into consideration.

Public recreation departments and privately maintained community recreation groups are in increasing numbers sending employed workers and volunteers whom they have trained into orphanages and institutions of various kinds to conduct play activities, lead community singing and put on a program of dramatics and of entertainment features which will, as far as possible, represent active participation on the part of the groups. The recreation department of one city has organized a league for the hard of hearing which is meaning greatly increased social opportunity for the deaf. Outings, picnics and other activities which involve community contact have value in a program for institutions.

II. Types of Programs

In attempting to meet the needs of the various age groups and social community groups, it is usually the needs of the children which first of all challenge the community's attention. The planning of playgrounds is therefore in most cities the starting point of the program.

A. The Playground Program

1. Some Requirements in the Playground Program

The playground program must be flexible and elastic, suited to neighborhood conditions and lending itself to different seasons and climatic conditions. While there is danger of having a program so fixed that it gives little opportunity for the individual director to exercise his initiative, there is an advantage in having a planned program, provided that it can be easily adapted to the needs of the neighborhood.

Among the programs to be planned for is the general program such as that used on the summer playground, providing for games, athletics, storytelling, handcraft and similar activities. There is, too, the program planned for recess and after-school use, the athletic program of track and field events, the special day program to maintain interest, the program in-

volving the evening use of the playground by employed boys and girls and adults, and the holiday program.

2. **Sample Program**

A general daily program in use in one city is typical, with some variations, of those conducted on many summer playgrounds:

Morning

9:00 to 9:30 Opening of playground with patriotic songs, talks and story dramatization. Distribution of play material.

9:30 to 10:00 Free play on apparatus and in sandboxes; games of low organization.

10:00 to 11:00 Track and field events and team games for older children; for younger children folk dancing, drills and apparatus play.

11:00 to 12:00 Physical fitness tests, storytelling, handcraft, quiet and social games, games such as ring toss, bean bag, quoits.

12:00 to 1:00 Lunch hour.

Afternoon

1:00 to 2:00 Free play on apparatus and with material; quoits, handcraft, making of scrap books and similar activities.

2:00 to 3:00 Kindergarten and dramatic games for little children; dodge ball, captain ball, track and field practice, for older boys and girls.

3:00 to 4:30 Team games, swimming, tennis, relay races and stunts; folk dancing; for younger children, sand and apparatus play.

4:30 to 5:30 Swimming, handcraft, girls' team games, clean-up of playground.

Evening

6:30 to 8:00 At this time the program should be arranged for adults. Twilight baseball, tennis, horseshoe pitching, volley ball, physical fitness tests, community singing.

3. **Evening Playground Program**

A program for the evening use of playgrounds is most important, for no playground is meeting its full responsibility unless it is providing opportunity at night for the play of the employed older boys and girls, young men and women and adults. Such a program involves leadership and adequate lighting with a system of arc lights. The activities may include twilight baseball, volley ball, playground ball, group games, folk dancing and social games which young men and young women may play together.

4. **Special Day Programs**

Special days which are delightful to children of the playground and their parents include such events as tournaments, pet shows, toy airplanes, doll house exhibitions, lantern parades, pushmobile races, model boat and airplane contests, marble and jack tournaments, play festivals, Easter-egg hunt, balloon contests, exhibits of flowers made by the children, and many others.

The plan is followed in one city of selecting days for the emphasizing of each type of activity, for example:

Monday Kindergarten games and folk dances (Games for all ages, crepe paper costumes).

Tuesday Hand activities and constructive play (Demonstrations, exhibitions, work for each one).

Wednesday Health work—weighing, health charts, Baby Day, bed-making, health talks.

Thursday Stories and dramatics—special story day, playing the story, dramatization.

Friday Music—Community night, mothers and fathers singing, bands.

Saturday Games—Stunt Day (circus and similar events)

Days for health, folk dancing, constructive play and similar activities would vary on the different grounds, giving those in charge of special activities opportunity to visit playgrounds on days set aside for the emphasis of their work.

B. **The Neighborhood Recreation Center Program**

The playground, athletic field and play field are primarily meeting the needs of the children of a community, though they are by no means limited to the children, and have an important function to perform in relation to the recreational life of the

adults of a neighborhood. The neighborhood recreation center program is planned specifically with the needs of adults in mind, and the neighborhood center, whether in a recreation building or in a school or other meeting place, is based on the principle that the goal of increased happiness can be reached only by sound development of neighborhood life within the neighborhoods themselves.

1. **Value and Content of the Program**

The program of a community center is not valuable because it offers activities of such and such a kind, but because of the tapestry of individual relationship and community grouping that result. In planning activities it is essential to know what people want and to provide the channels through which they may find expression in a way which will mean most to them individually. The program must be well rounded with a wide range of choice and of experimentation in choice. It must provide only the best in drama, music and all forms of art expression, for as a cultural agency its possibilities are unlimited and it has a large share of responsibility for moulding art ideals and setting high standards in art life. The educational features should include subjects that are vital and in keeping with the spirit of the times. The social and recreational activities it provides must make for individual happiness and social solidarity.

The centers should be made as attractive as possible and should be well lighted and advertised. The introduction of new features and the drawing-out of talent which is in the people themselves are important factors. The activities to be emphasized in neighborhood recreation centers are those which give people an opportunity to make contacts which they otherwise would not make.

2. **A Sample Program**

The program in effect in the social centers of Milwaukee, Wisconsin, represent a wide range of choice. They are listed as follows:

1. **Industrial and Crafts**
   - Handwork
   - Millinery
   - Dressmaking
   - Cooking
   - China Painting
   - Cabinet Making
   - Home Nursing
   - Mechanical Drawing
   - Personal Hygiene

Pressing and Mending
Reed Work
2. **Games and Athletics**
Billiards and Pool
Boxing and Wrestling
Table Games
Low Organized Games
High Organized Games
Junior Active Games
Gymnastics for Women
Gymnastics for Men
Basket Ball
Baseball
Hockey
3. **Library and Reading Room**
4. **Storytelling**
5. **Clubs and Organizations**
Athletic
Amateur Athletic Associations
Athletic Clubs
Literary and Dramatic
Dramatics
Literary and Debating
Parliamentary Law
Public Speaking
Musical
Bands
Bugle and Drum
Chorus and Glee
Mandolin and Guitar
Orchestra
Ukulele
Civic and Social
Boy Scouts
Girl Scouts
Sea Scouts
Camp Fire Girls
Newsboys' Republic
6. **Community Gatherings**
Closing Industrial Exhibits
Closing Banquets
Dancing Classes
Father and Son Banquets
Mother and Daughter Banquets
Basket Ball Banquet
Soccer Banquet
Neighborhood Dance Socials
7. **Showers**
8. **Miscellaneous**
Card Club
Irish Social Club
Minstrels
Married People's Dancing
Boys' Club
Saturday Evening Moving Pictures and others

C. Program Planning for Seasonal Activities

The community-wide recreation program must take into account sports and activities for all seasons of the year. In planning the program, therefore, the group in charge will consider the activities best suited to the various seasons and their adaptability to climatic conditions.

1. For the Summer Season

In the summer the playgrounds, with all they have to offer in outdoor sports, games and activities of various kinds, are a very important part of the program. (See Section II—**The Playground Program.**) It is in the summer that handcraft activities come into their own on the playground. Track and field meets flourish; twilight baseball leagues are at their height, and outdoor horseshoe tournaments bring the older man out to the playground.

Summer is the time for water sports, for Learn to Swim Weeks and water carnivals. Beach trips, picnics, outings and

over-night hikes, are most popular at this season, while camping, an activity in which interest and participation are growing rapidly, is at its height.

Through band concerts and community singing, music is taken out-of-doors. Drama with music plays its part in the festivals which close the playground season, in out-of-door theatres, in pageants and in the celebration of holidays and special days such as Flag Day and the Fourth of July.

2. **In the Fall**

As far as possible the fall should continue the out-of-door sports of the summer. Hockey, basket ball, playground ball, field ball, volley ball, speed ball, and similar sports may be played out-of-doors in some climates throughout the fall season. Autumn is an ideal time for long distance hikes, treasure hunts and nature games.

The time will come, however, when the weather does not permit of many outdoor activities and wise program planning calls for organization in the fall of a program of athletic leagues which will continue through the winter. Basket ball, volley ball, indoor baseball and bowling tournaments should be organized; indoor courts for quoits and all possible facilities for indoor play should be secured. Where space is limited, such games as tenikoit and paddle tennis may be introduced.

In the fall, organization for neighborhood recreation centers must be effected and social recreation programs put into effect. Clubs and classes are organized. Where climatic conditions permit, after-school playgrounds and a program of athletics are conducted.

There are a number of holidays and special days which lend themselves to delightful celebrations; Hallowe'en, Armistice Day and Thanksgiving are among them. Dramatic and musical clubs may be organized in schools, industries, churches and social centers; community chorus, band and orchestra are reassembled. There may be harmonica and ukulele contests.

3. **In the Winter**

The indoor athletic, social, educational, dramatic and musical programs organized in the fall will find their full expression during the winter at the neighborhood recreation center and other meeting places. During the winter there are more holidays than in any other season, and these appropriately planned

for will add greatly to the program and give opportunity for a number of community celebrations. Christmas, in particular, is the time when the community, through its Christmas caroling and services around the community Christmas tree, is brought together in one common purpose. New Year's Day, Twelfth Night, Lincoln's Birthday, Washington's Birthday and Valentine's Day, also furnish the occasions for special celebrations.

But winter, rich as it is in indoor activities, has under the climatic conditions which exist in some parts of the country the added joys which winter outdoor sports bring. The past few years have brought a large development in winter sports and many cities are converting vacant lots and playgrounds into skating rinks, are setting aside streets for coasting and constructing toboggan slides and ski jumps, and are conducting winter sports carnivals ranging from simple, one-day carnivals featuring skating events for children and adults, to more elaborate celebrations extending over several days, including costume parades, ski jump exhibitions, fancy skating and similar features. The following program from Manchester, New Hampshire, is typical of some of the more elaborate carnival programs which are being promoted:

Friday

Horse Racing	1:00 P.M.
Uncle Sam—World's Largest Sled Sliding (Beginning at 1:00 P.M. and continuing throughout afternoon and evening)	
Tobogganing	1:00–1:10 P.M.
Ski Jumping Exhibitions	1:30 P.M.
Manchester Ski Championship Contests	
Men's and Boys' Events	2:00–4:30 P.M.
Women's and Girls' Events	2:00–4:30 P.M.
Three-quarter-mile cross-country race for girls	2:40 P.M.
Two hundred-yard dash, open	3:40 P.M.
Special Events: for Ski Experts	3:00 P.M.
Ski Jump	3:00 P.M.
Five-mile Race	3:50 P.M.
Manchester Snowshoe Championship Contest	
Boys' and Girls' Events	2:00–4:30 P.M.
Exhibition of Ski-kjoring	3:30 P.M.
Snow Tobogganing	4:00 P.M.
Carnival Supper	5:00–7:00 P.M.
Signal Bombs	7:15 P.M.
Band Concerts	7:30 P.M.
Fire Works	8:30 P.M.

Saturday

Mid-winter Outdoor Diving and Swimming Exhibition...	10:00 A.M.
Mammoth Street Parade—16 sections.....	12:30 P.M.
Novelty Fun-provoking Winter Sports Events.....	1:30–3:15 P.M.
Ice Hockey Game.....	3:15–4:30 P.M.
Exhibition Figure Skating.....	3:30 P.M.
Women's Costume Skating Event.....	4:00 P.M.
Amateur Figure Skating.....	4:35 P.M.
Manchester Championship Skating Contest.....	5:00–5:30 P.M.
Signal Bombs.....	7:25 P.M.
Costume Parade and wonderful moving pictures to be participated in by all in fancy costume.....	7:25 P.M.
Coronation of Carnival King and Queen.....	7:45 P.M.
Ice Carnival Masquerade to be participated in by all in fancy costume.....	8:00 P.M.
Grand March, followed by awarding of prizes for best costume.....	8:15 P.M.
General Skating for masqueraders only.....	8:30 P.M.
Exhibition Figure Skating.....	8:45 P.M.
General Skating.....	9:00 P.M.

There were band concerts throughout the afternoon and evening on both days of the carnival. Signal bombs were used to announce each event, and prizes were given for all events.

Snow Sculpturing.—Snow sculpturing is a recent popular development having its beginning in the traditional snow-fort and snow-man which children have built for many years. Now a number of cities are conducting contests in modelling animals, buildings and articles of all kinds; in reproducing famous paintings and in coloring the objects made with calcimine or Diamond Dyes.

4. **In the Spring**

Program planning for the spring must take into account the old traditional activities which have come to be associated with spring. There are kite flying and marble tournaments, roller skating contests and pushmobile and scootmobile races. Mumble-the-peg, jackstones and hop scotch have their devotees; nature hikes again come into their own, and nature study clubs, camera clubs and boat clubs may be organized as spring activities which will continue during the summer.

Games and activities out-of-doors once more come into prominence. Track and field meets and the holding of athletic badge tests are popular.

Spring is the time of all the year when Clean-up and City

Beautiful campaigns are conducted, and children have a large part to play in these activities. The home and school gardener begins his labors which continue through the summer.

In the spring and early summer come many of the intensive institutes for the training of volunteers and employed summer playground workers.

Easter, Arbor Day, Bird Day, American Day, May Day and Mother's Day, are observed during the spring, and here dramatic and musical activities play their part. St. Patrick's Day and April Fool Day give opportunity for unusually jolly parties.

III. Making the Program Community Wide

The programs which are conducted on playgrounds and in neighborhood recreation centers do not in themselves make up the community-wide recreation program. They are parts of the whole—the focal points at which the program has its beginning. Seasonal programs, however well planned, are only the foundation on which the community program is built. The recreation program becomes effective and community wide in its scope only as it becomes non-institutional and is projected out into the community, finding expression in home play, in recreation in the churches, in the industrial plants and other groups, in neighborhood and community special days and holiday celebrations, in picnics, social evenings, in street and vacant lot play and in all other forms of activities which are non-institutional.

An important function of the administrative body, therefore, lies in making use of all available play space and of the unorganized facilities of the community through leadership, making them count in the community-wide program.

A. Making the Most of All Play Space

1. Backyard Playgrounds

The difficulty of securing space for play has resulted in some cities, as in New York, in an organized movement to create what are known as backyard playgrounds by tearing down fences between tenement houses and other residences and converting contiguous backyards into a playground with leadership. Such equipment is provided as sand boxes, horizontal bar, swings and basketball standards. In a less organized way, many families are equipping their backyards with home-made apparatus, are building play-houses and

making the yard attractive to the children of the family or their neighbors.

2. **Roofs and Piers as Playgrounds**

It has been possible in some congested districts to equip roofs of schools, tenement houses, hotels and apartments so that they can be used for play purposes. Where space permits, there may be provision for tennis courts and other game courts as well as playground apparatus.

The use of existing piers for recreation purposes, often made possible by adding an upper story, represents means for providing play space of which New York, Baltimore, Chicago and many other cities have availed themselves for a number of years. There is usually provision for music and dancing and for play activities for children. In some cities piers have been especially constructed for recreation use and are provided with facilities of all kinds.

3. **Vacant Lot Play**

It is usually possible to secure from owners the temporary use of vacant lots. This done, playground directors may be assigned to carry on activities or volunteers recruited through the Chamber of Commerce, Rotary Club and similar groups, the American Legion, women's clubs, the Young Men's Christian Association and other groups may be found to conduct activities, particularly at night, for employed young men and women and adults.

A portable box of equipment will be found very helpful in vacant lot play. A box of this kind may contain such supplies as basket ball and goals, a volley ball and net, quoits, bats, indoor baseball, medicine ball and a repair kit. It is usually possible to store such equipment at a nearby settlement, school or private house.

Among the games which may be used in a program of vacant lot play are potato races (large pebbles may be used instead of potatoes), horseshoe pitching, ring toss, *Black and White,* playground ball, long ball, captain ball, clock golf and volley ball.

4. **Street Play**

a. **The Street Playground**

In a number of cities where the congestion is great and

playgrounds inadequate, streets are sometimes set aside for play through the cooperation of the police department, and games, roller skating and other activities for children are conducted under leadership. In the winter coasting is often made safe through this method. As in vacant lot play, the game equipment must be portable and arrangement should be made to store it over night. Most of the games suitable for vacant lot play may be used in street play. Other games include punch ball, *Snatch,* circle dodge ball and handball. Quiet games such as checkers, dominoes and parchesi may be played on doorsteps.

Storytelling is a popular activity, and storytellers—sometimes dressed as gypsies—who tell stories on doorsteps and on street corners, add to the joys of street play.

b. **Block Parties**

Block parties for the adults of the neighborhood are a popular phase of street play. A street is roped off, the homes of the neighborhood are decorated with lanterns, and automobile headlights are often used for illuminating purposes. Dancing is a popular activity for a block party. It is important that the block dancing shall be carefully supervised.

c. **Street Showers**

A popular feature of the past few years in the street play program has been the development of street showers, various types of which have been devised. Some of them are very simple in design and may be carried from neighborhood to neighborhood and attached to any fire hydrant. The cooperation of the fire department is an important element in planning for street showers.

B. **Taking the Program into the Neighborhood**

It is the neighborhood program in whose conduct the people of the neighborhood themselves share which, more than anything else, makes for the usefulness and permanency of the community recreation system. (See **Neighborhood Organization,** Section II, Chapter IV.)

In planning for neighborhood activities, vacant lot play, street play, storytelling, all the activities which can be taken into the program where people live, are important factors. Chief

among these activities are drama and music which can be interwoven into community life and made to serve the needs of all ages and groups. Drama may be taken into the neighborhood by means of such a travelling theatre as Cincinnati Community Service has devised, which each night during the playground season visits one of the eight street play centers maintained by Community Service. The equipment consists of a ¾-ton truck on which has been constructed a folding platform giving a stage 18′ wide by 12′ deep. The scenic background consists of sections of compo board 6′ wide and 10′ high. Local talent supplies the program, which is usually made up of dancing by students from the various dancing schools, vocal and instrumental music from the Conservatory and College, one-act plays presented by students from the School of Expression and the Dramatic Department of the High School, humorous readings and monologues and an educational and comic movie.

Elmira Community Service also has a travelling theatre which, when closed, resembles a small house on wheels, with doors at either end. By means of levers and pulleys one side can be dropped, disclosing a stage 16′ wide and 15′ deep. It is fully equipped with ten footlights, three border lights, a motion picture screen, a piano and curtains cleverly arranged on rods which make it possible to change the stage setting when long plays are attempted.

Music as well as drama may become a part of neighborhood life and community singing made possible in any neighborhood, vacant lot or street set aside for play. Elmira's travelling theatre has a piano and carries a screen supported at the top of the truck, which makes possible a program of community singing and concerts. In a number of cities Ford cars have been equipped with pianos, frames to hold song sheets and stereopticon lanterns. When sings are held during daylight it is possible to use large pieces of oilcloth on which the words of the songs are printed. After dark the words may be flashed by means of a stereopticon lanterns against a wall. Similarly, the Ford car my carry to vacant lots and streets a motion picture machine and a sheet for showing pictures.

IV. A Suggested Year-round Recreation Program

The following suggestive program will give some conception of the features entering into a community-wide recreation program.

September
Institute for game leaders concluding with a general community Play Day
Organization of games and play leaders' club
Organization of storytelling clubs
Organization of community music clubs
Organization of dramatic clubs
Checker tournament
Labor Day celebration
Hikes

October
Community Play Day
Organization of hiking clubs
Organization of camera clubs
Treasure hunt
Lantern parade
Old Home Week
Hallowe'en celebration
Celebration of Columbus Day
Pushmobile tournament
Barn dance

November
Armistice Day celebration
Special Thanksgiving stories in schools and churches
Opening of neighborhood recreation centers
Historical pageant
Storytelling contest
Soccer

December
Organization of winter sports
General development of indoor games
Community Christmas tree celebration
Father and son banquets
Organization of Sunday school athletic league
Loaned art exhibit

January
Twelfth Night and New Year's Eve party
Continuation of winter sports and indoor games
Dramatics
Music memory contest
Coasting parties
Ice carnival
Moving pictures
Out-of-doors day
Drama institute

February
Celebration of Lincoln's birthday
Observance of Washington's birthday
Community choruses
Valentine party
Weekly gymnasium classes
Stunt night
Business men's volley ball

Girls' volley ball
Community music institute

March
St. Patrick's Day party
Indoor community box supper, games and spelling bee
Table tennis tournament
Easter sunrise celebration—carols, egg rolling and hunts
Marble and top tournaments

April
Organization of volley ball and indoor basket ball leagues
Roller skating tournament
Stilt tournament
Bird Day
Play tournament
Recreation institute

May
May Day festival and games
Mothers' Day
Celebration of Memorial Day
Arbor Day celebration
Field Day
Kite tournament
Music Week

June
Vacant lot play with volunteer leaders
Bird-house contest
Organization of playgrounds
Volley ball tournament
Celebration of Flag Day

July
Athletic Badge Tests
Horseshoe tournament
Fourth of July celebration and Play Day
Band concerts
Community-picnic
Community singing
Twilight baseball
Block parties
Pet shows
Reception of new citizens
Camping

August
Croquet tournament
Star study parties
Swimming contest
Festival on playground
Tennis tournament
Exhibits
Band concerts
Camping
Outdoor dramatics

QUESTIONS AND SUGGESTIONS FOR CHAPTER I

Section I

1. Give ten basic reasons why a community recreation program should be developed. State why such a program is important for children. Why it is essential to adults.

2. Of all the fundamentals entering into the community recreation program which do you consider most basic? Give reasons for your statement.

3. What general groups of activities enter into the recreation program? What is the relative importance of these activities from the standpoint of the development of the child? Of the adult?

4. What are some of the problems involved in the athletic program?

5. What, in your estimation, should be the attitude of the recreation worker toward the development of star athletic teams?

6. Discuss the advisability of giving prizes for athletic achievement.

7. What are the possible dangers in intermural competition?

8. Why is the question of athletics for girls a more difficult one than that of athletics for boys? What suggestions have you for safeguarding athletics for girls?

9. What is the value of physical efficiency tests in the play program?

10. Why is a program of group athletics important?

11. Outline a program of mass athletics.

12. What is the chief function of the play program in regard to health? How far is it desirable for the recreation worker to try to teach health habits?

13. What is the value of dancing in the social recreation program? What standards should be maintained?

14. Why is community music important in the program? What forms of musical activities may be developed?

15. What are the various forms of drama which may be utilized in the community recreation program?

16. How may public discussion groups be conducted so that the most value to the group will be secured?

17. Suggest a plan for interesting playground children in nature study.

18. What is the relative importance of social activities in the program? Is it more important for adults to have this form of recreation than children? Why?

19. What is the justification for the inclusion of civic activities in the program? How may the play impulse be utilized in a program of civic activities for the community?

At the beginning of the course the instructor will naturally plan to do everything possible to make the students appreciate the importance of the community recreation movement. To impress upon them the scope of the interest in the subjects it may be well to suggest that they clip from newspapers and magazines and paste into a scrap book all references to recreation which they find in their daily reading. As many of the best statements available are found in current material, the students will be making a really valuable compilation. The devices of this kind which will

help in opening their minds and preparing them for the more specialized chapters which are to follow will be beneficial.

The students may also be asked to tell of the recreation programs which their home communities are providing and to form an opinion as to the degree to which such programs are measuring up to the ideals presented in the *Fundamentals*.

It may be suggestive to ask the students after a discussion of the activities entering into a community recreation program to outline plans for a track and field meet, for a Play Day, for a safety first campaign in which play activities predominate, for a health program on the playground, for an evening of social games and for occasions of various kinds in which the activities which have been outlined are incorporated. At the end of the course it may be suggested to the students that they revise these outlines and programs on the basis of the information which they have gained through the lectures and practical work.

SECTION II

1. What are the factors to be taken into account in planning a community-wide recreation program?

2. What are the various groups of the average community for which the community recreation movement should function?

3. What should be the approach to the foreign born group? How may the activities of the community recreation program be made to serve best the building of citizenship among foreign and native born.

4. Is it desirable for the recreation program for industrial groups to be limited to the factories in which the members of the group work? What are the disadvantages of such a plan? What is the present day trend of thought on the question?

5. What are the activities which may be carried on in connection with the noon-time program of industrial recreation?

6. Discuss the various types of programs which may be conducted on the playground.

7. Why are neighborhood recreation centers of fundamental importance?

8. What steps would you take in developing a neighborhood recreation center?

9. What activities would you incorporate in a neighborhood recreation center? In a colored district? In a section made up of Russian Jews? Of Italians?

10. How may the program be made community-wide?

11. Under what conditions is it desirable to organize street play? Should it be part of the program in every city?

12. What activities would you provide on a vacant lot or street playground attended by both children and adults?

13. Suggest activities which may be developed in a non-institutional neighborhood program.

The subject of program planning is one which has possibilities for the working out by the students of many practical problems. They may be asked to outline programs for playground children up to ten years of age; for girls over ten; for boys from ten to fourteen; for institutions of various kinds. They may also be asked to outline programs of seasonal sports. All these programs may later be checked up by the students to see how they would modify or enlarge them on the basis of knowledge gained through later lectures and laboratory work.

If it is possible for a demonstration playground to be conducted in connection with the educational institute giving the course, much valuable practice work can be carried on.

SOURCES OF INFORMATION—CHAPTER I

SECTION I

ACTIVITIES

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III. Activities

A. Physical

1 & 2. Athletics, Athletic Games and Badge Tests

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Army and Navy Athletic Handbook. Association Press, New York.

Athletes All, by Walter Camp. Charles Scribners' Sons, New York.

Athletic Badge Tests for Boys and Girls. Playground and Recreation Association of America, New York.

Athletic Games for Women, by Dudley and Kellor. Henry Holt & Co., New York.

Athletics for Women and Girls, by Ethel Perrin. THE PLAYGROUND, March, 1924.

Basket Ball and Indoor Baseball for Women, by Helen Frost and Charles D. Wardlaw. Charles Scribners' Sons, New York.

Diving and Swimming Book, The, by George H. Corsan. A. S. Barnes & Co., New York.

Field Hockey and Soccer for Women, by Frost and Cubberly. Charles Scribner's Sons, New York.

Games, Contests and Relays, by S. C. Staley. A. S. Barnes & Co., New York.

Games for the Playground, Home, School and Gymnasium, by Jessie H. Bancroft. Macmillan Co., New York.

Group Athletics for Boys and Girls, Department of Recreation, Russell Sage Foundation. Distributed by Playground and Recreation Association of America, New York.

Guide to Track and Field Athletics, by William A. Stecher. John J. McVey, Philadelphia.

Guide to Track and Field Work, Contests and Kindred Activities, by William A. Stecher. John J. McVey, Philadelphia.

Handbook of Athletic Games, by Jessie H. Bancroft and W. D. Pulvermacher. Macmillan Co., New York.

Education through Physical Education, by Agnes R. Wayman. Lea & Febiger, New York.

Individual and Mass Athletics, by S. C. Staley. A. S. Barnes & Co., New York.

Intramural Athletics, by Elmer D. Mitchell. A. S. Barnes & Co., New York.

Manual of Physical Training Games and Mass Competition, by Charles H. Keene. World Book Co., Yonkers, N. Y.

Motor Ability Tests. American Physical Education Association, Springfield, Mass.

New Rational Athletics for Boys and Girls, by Frederick J. Reilly. D. C. Heath & Co., Boston.

Official Athletic Rules and Handbook of the Amateur Athletic Union of the United States. 1924. (Group VII No. 12A.) American Sports Publishing Co., New York.

Official Handbook of the Boys' Branch, Public Schools Athletic League of New York. Physical Training Department, Board of Education of New York City.

Official Handbook of the Girls' Branch, Public Schools Athletic League of New York.

Official Handbook Playground Athletic League of Baltimore. American Sports Publishing Co., New York.

Official Handbook on Women's Athletics. American Sports Publishing Co., New York.

Organization and Administration of Physical Education, The, by Jesse F. Williams. Macmillan Co., New York.

Physiology of Exercise, by James H. McCurdy. American Physical Education Assn., Springfield, Mass.

Physical Education Hand Book. A. S. Barnes & Co., New York.

Practice of Organized Play, The, by Bowen and Mitchell. A. S. Barnes & Co., New York.

Preparation of Schoolgrounds for Play Fields and Athletic Events, Bureau of Education. Government Printing Office, Washington, D. C.

Program of Sportsmanship Education, by S. C. Staley. University of Illinois Bulletin, Vol. XXI, No. 49.

Racial Traits in Athletics, by Elmer D. Mitchell. March, April, May, 1922, issues of AMERICAN PHYSICAL EDUCATION REVIEW, Springfield, Mass.

Recreative Athletics. A. S. Barnes & Co., New York.

Spalding's Athletic Library. American Sports Publishing Co., New York. (A series of pamphlets on track meets, swimming, skating, tennis, baseball and all phases of athletics.)

Suggestions for a Physical Education Program for Small Secondary Schools. Physical Education Series No. 3, Bureau of Education. Government Printing Office, Washington, D. C.

Swimming for Health, Safety and Fun. American Red Cross, Washington, D. C.

Theory of Organized Play, The, by Bowen and Mitchell. A. S. Barnes & Co., New York.

Tournaments and Leagues, by F. C. Ferguson. THE PLAYGROUND, December, 1923.

Track and Field Athletics, by A. B. Wegener. A. S. Barnes & Co., New York.

Trend of Amateur Athletics, The, by Elmer D. Mitchell. AMERICAN PHYSICAL EDUCATION REVIEW, December, 1922, Springfield, Mass.

Wilson Athletic Library, Thomas E. Wilson. (Publishes a series of booklets on athletic sports.)

Athletic Situation in High Schools, The, by William H. Geer. Wadsworth House, Cambridge (38), Mass.

(For additional bibliography see Book Lists on Physical Education and Hygiene issued by American Physical Education Association, Springfield, Mass.)

3. **Games**

Brief Manual of Games for Organized Play, A, by Martha T. Speakman. Children's Bureau. Government Printing Office, Washington, D. C.

Children's Singing Games, by Mari R. Hofer. A. Flanagan Co., Chicago.

Community Recreation, by George Draper. Presbyterian Board of Publications, New York.

Dramatic Games and Dances for Little Children, by Caroline Crawford. A. S. Barnes & Co., New York.

Educational Games, by John Martin. Technical Composition Co., Cambridge, Mass.

Education Through Play and Games. Playground and Recreation Association of America, New York.

Finger Plays, by Emilie Poulsson. Lothrop, Lee and Shepard Co., Boston.

Folk Games and Gymnastic Plays for Kindergarten, Primary and Playground, by Pedersen and Boyd. Saul Bros., Chicago.

400 Games for School, Home and Playground, by Acker. F. A. Owen Publishing Co., Dansville, New York.

Games and Dances, by William A. Stecher. John J. McVey, Philadelphia.

Games and Play for School Morale. Playground and Recreation Association of America, New York.

Games and Recreational Methods for Clubs, Camps, and Scouts, by Charles F. Smith. Dodd, Mead & Co., New York.

Games and Songs of American Children, by William Wells Newell. Harper Bros.

Games for Boys, by G. S. Ripley. Henry Holt & Co., New York.

Games for the Playground, Home, School and Gymnasium, by Jesse H. Bancroft. Macmillan Co., New York.

Handbook of Games and Programs for Church, Home and School, by La Porte. Abingdon Press, New York.

Hospital and Bedside Games, by Neva L. Boyd. Recreation Training School, Chicago.

Let's Play, by Edna Geister. George H. Doran Co., New York.

More Song Games, by Bremer. A. S. Barnes & Co., New York.

New Song Plays to Old Tunes, by Mary Wollaston Wood. A. S. Barnes & Co., New York.

Old English and American Games, by Brown and Boyd. Saul Bros., Chicago.

Playground Book, The, by Harry Sperling. A. S. Barnes & Co., New York.

Play, by Emmett Dunn Angell. Little, Brown & Co., Boston.

Plays and Games for Indoors and Out, by Bella R. Parsons. A. S. Barnes & Co., New York.

Practical Handbook of Games, A, by Emily W. Elmore. Macmillan Co., New York.

Rhythmic Action Plays and Dances, by Irene E. Phillips Moses. Milton Bradley Co., New York.

School, Church and Home Games, by George O. Draper. Association Press, New York.
Schoolroom Games, by Neva Boyd. Recreation Training School, Chicago.
Song Play Book, The, by C. Ward Crampton and Mary A. Wollaston. A. S. Barnes & Co., New York.
Story Plays, by Louise C. Wright. A. S. Barnes & Co., New York.
Twice 55 Songs with Music. Birchard Co., Boston.
What Shall We Do Now?, by Dorothy Canfield. F. A. Stokes Co., New York.
What to Do at Recess, by George E. Johnson. Ginn & Co., New York.

4. **Hiking**

Going Afoot, by Bayard H. Christy. Association Press, New York.
On the Trail, by Lina and Adelia Beard. Charles Scribner's Sons, New York.
Play Movement and Its Significance, The, by Henry S. Curtis. (Chapters 3, 5, 7, 9, 13). Macmillan Co., New York.
Touring Afoot, by C. P. Fordyce. Macmillan Co., New York.

5. **Health Activities**

American Red Cross Abridged Textbook on First Aid. P. Blakiston's Son, Philadelphia.
Community Health; How to Obtain and Preserve It, by D. B. Armstrong, M.D. Women's Foundation for Health, New York.
Coordination of Recreational and Health Activities, The, by Thaddeus Sleszynski. THE PLAYGROUND, Jan., 1923.
Every Girl's Health. (Material in pantomime, revue, games and songs.) The Woman's Press, New York.
Figures for Health Theatre. The Woman's Press, New York.
Health Demonstration on the Playground, A. THE PLAYGROUND, May, 1924.
Health Education Bulletins. Bureau of Education. Government Printing Office, Washington, D. C.
Health Education. A Program for Public Schools and Teachers Training Institutions. Report of Joint Committee on Health Problems in Education, 325 W. 120th St., New York.
Health in Play. American Child Health Association, New York.
Health and Success, by Andress and Evans. Ginn & Co., New York.
Health Training in Schools, by Theresa Dansdill. National Tuberculosis Association, New York.
Positive Health Series—Recreation for Health Building, by E. C. Lindeman. Women's Foundation for Health, New York.
Program of Education in Accident Prevention with Methods and Results, A, by George E. Payne. Bulletin 1922, No. 32, Bureau of Education. Government Printing Office, Washington, D. C.
Publications, American Child Health Association, 370 Seventh Ave., New York.
Safety Education, by Harriet Beard. Macmillan Co., New York.
What Every Teacher Should Know about the Physical Condition of Her Pupils, by James F. Rogers, M.D. Bureau of Education. Government Printing Office, Washington, D. C.

B. **Constructive Activities**

1. **Sand Play**

Sand craft, by J. Leonard Mason. J. L. Hammett Co., Cambridge, Mass.

Sand Modeling, No. 4 of series on "Making Things." May, 1922, issue of PARKS AND RECREATION, Rockford, Ill.

Sand Pile—Its Use and Care, The, by Frances McGough. August, 1915, PLAYGROUND.

What We Did on a Summer Playground, by Genevieve Turner Holman. (Section on Sand Court Play.) Pamphlet issued by the Playground and Recreation Association of America, New York.

2. Other Forms of Manual Play

Bird Houses and How to Build Them. Farmers' Bulletin No. 609. Government Printing Office, Washington, D. C.

Box Furniture, by Louise Brigham. Century Co., New York.

Boy Activity Projects, by Samuel A. Blackburn. Manual Arts Press, Peoria, Ill.

Coping Saw Work, by Johnson. Manual Arts Press, Peoria, Ill.

Dennison Instruction Books on making paper costumes, crepe paper flowers, weaving with paper rope, sealing wax art, tables and favors, decorating halls, booths and automobiles. Dennison Manufacturing Company, Framingham, Mass.

Educational Toys, by L. C. Pedersen. Manual Arts Press, Peoria, Ill.

Handcraft. Playground and Recreation Association of America, New York.

Handcraft Book, The, by Jessup and Logue. Milton Bradley Co., New York.

Handicraft for Boys, by A. Frederick Collins. F. A. Stokes Co., New York.

Boat Building and Boating, by Daniel Beard. Charles Scribner's Sons, New York.

Handicraft for Handy Boys, by A. Neely Hall. Lothrop, Lee & Shepard Co., Boston.

Handicraft for Handy Girls, by A. Neely Hall and Dorothy Perkins. Lothrop, Lee & Shepard Co., Boston.

Hand Wrought Jewelry, by H. R. Sorenson and S. J. Vaughn. Bruce Publishing Co., Milwaukee.

Home-Made Games and Equipment, by A. Neely Hall. Lothrop, Lee & Shepard Co., Boston.

Home Play. Playground and Recreation Association of America, New York.

How to Make Baskets, by Mary White. Milton Bradley Co., New York.

Jolly Book of Playcraft, by Patten Beard. F. A. Stokes Co., New York.

Making Tin Can Toys, by W. Edward Thatcher. J. B. Lippincott Co., Philadelphia.

Kitecraft and Kite Tournaments, by C. M. Miller. Manual Arts Press, Peoria, Ill.

Manual of Play, by William Bryon Forbush. George W. Jacobs Co., Philadelphia.

Model Boat Building for Boys, by John W. Cavileer. Bruce Publishing Co., Milwaukee.

Outdoor Handy Book, by Daniel Beard. Charles Scribner's Sons, New York.

Radio for Amateurs, by A. H. Verrill. Dodd, Mead & Co., New York.

Tin Can Toys and How to Make Them, by Carrie Williams. C. Williams, St. Louis.

Weaving and Other Pleasant Occupations, by R. K. and M. I. R. Polkinghorne, Brentano, New York.

"When Mother Lets Us" Series. Moffat, Yard & Co., New York.

C. Rhythmic Activities

1. Dancing

a. Folk Dancing

American Country Dances, by Elizabeth Burchenal. G. Schirmer, New York.

Country Dance Book, by Cecil J. Sharp. H. W. Gray Co., New York.
Dances of the People, by Elizabeth Burchenal. G. Schirmer, New York.
Folk Dance Book, by Dr. C. Ward Crampton. A. S. Barnes & Co., New York.
Folk Dance Music, by Elizabeth Burchenal. G. Schirmer, New York.
Folk Dances and Games, by Caroline Crawford. A. S. Barnes & Co., New York.
Folk Dances and Singing Games, by Elizabeth Burchenal. G. Schirmer, New York.
Folk Dances of Czecho-Slovakia, by Marjorie C. Geary. A. S. Barnes & Co., New York.
Folk Dancing as a Popular Recreation, by Elizabeth Burchenal. G. Schirmer, N. Y.
Folk Festivals and the Foreign Community, by Dorothy G. Spicer. The Woman's Press, New York.
Folk Games of Denmark and Sweden, by Pedersen and Boyd. Saul Bros., Chicago.
Folk Songs of Many Peoples, by Florence H. Botsford. The Woman's Press, New York.
Healthful Art of Dancing, by Luther H. Gulick. Doubleday, Page & Co., New York.
National Dances of Ireland, by Elizabeth Burchenal. A. S. Barnes & Co., New York.
Popular Folk Games and Dances, by Mari R. Hofer. A. Flanagan Co., Chicago.
Rhythms of Childhood, by Crawford and Fogg. A. S. Barnes & Co., New York.

b. Social Dancing

Dances of Our Pioneers, by Grace L. Ryan. A. S. Barnes & Co., New York.
Polite and Social Dances, by Mari R. Hofer. Clayton F. Summy Co., Chicago.
Publications. American National Association Masters of Dancing.
This Business of Dancing. The Survey, July 15, 1924, New York.
Zorn's Grammar on the Art of Dancing, by George F. Walters. Waltham, Mass.

2. Community Music

The General Point of View

Community Music Handbook. Playground and Recreation Association of America, New York.
Community Music as a Citizenship Medium. Bulletin No. 81. Playground and Recreation Association of America, New York.
Common Sense of Music, The, by Sigmund Spaeth. Boni and Liveright, New York.
Music and Life, by T. W. Surrette. Houghton Mifflin & Co., New York.
Musical Amateurs, The, by R. H. Schauffler. Houghton Mifflin & Co., New York.
Musical England, by W. J. Galloway. John Lane, London.
Music for Everybody, by Marshall Bartholomew and Robert Laurence. Abingdon Press, New York.
Team Work in Music, by C. M. Tremaine. National Bureau for the Advancement of Music, 45 W. 45th St., New York.
What Music Did to Main Street, by R. H. Schauffler. Playground and Recreation Association of America.
Year's Community Music Program, A. Playground and Recreation Association of America, New York.

Community Singing

Community Music Handbook. C. C. Birchard & Co., Boston.

Community Song Leaflets. (Several collections intended for general singing, church services, Xmas and Easter carolling.) Playground and Recreation Association of America, New York.

Everybody Neighbors through Song. Playground and Recreation Association of America, New York.

First Steps in Community Singing, by Kenneth S. Clark. Playground and Recreation Association of America, New York.

Song Suggestions for Leaders. Playground and Recreation Association of America, New York.

Twice 55 Community Songs. (Two collections—No. 1, Elementary; No. 2, Advanced.) C. C. Birchard & Co., Boston.

Music Memory Contests

Complete Music Memory Selections. Playground and Recreation Association of America, New York.

General Descriptive Booklet on the Music Memory Contest. National Bureau for the Advancement of Music, New York.

Organization of County and State Music Memory Contests. National Bureau for the Advancement of Music, New York.

Music Week

Set of Bulletins on Music Week. Playground and Recreation Association of America, New York.

Publications of the National Bureau for the Advancement of Music, New York.

Instrumental Developments

Adult Amateur Orchestra. Playground and Recreation Association of America, New York.

Harmonica Contest. Playground and Recreation Association of America, New York.

Organizing a Toy Symphony. Playground and Recreation Association of America, New York.

Revised Course in Ukulele Playing. Playground and Recreation Association of America, New York.

Starting a Band. Lyon and Healy, Chicago.

Starting a Community Orchestra. Playground and Recreation Association of America, New York.

Miscellaneous

Music as a Means of Mental Discipline. Archive of Occupational Therapy, February, 1923.

Music as a Spur to Production. Playground and Recreation Association of America, New York.

Music Composed by Negroes. Playground and Recreation Association of America, New York.

Music in Correctional Institutions, by William Van de Wall. Reprinted from 78th

annual report of the Prison Association of New York. J. B. Lyon Company, Albany.

NOTE: For mimeographed material see *Inexpensive Publications on Community Music,* published by the Playground and Recreation Association of America, New York.

D. Community Drama

Sources of Information on Production

Art of Producing Pageants, by Esther Willard Bates. Baker & Co., Boston, Mass.
Book of Entertainments and Theatricals, by Dayton and Barratt. McBride and Co., New York.
Community Drama. Century Co., New York.
Costuming a Play, by Grimball and Wells. Century Co., New York.
School Theatre, The, by Roy Mitchell. Brentano's, New York.
Costumes and Scenery for Amateurs, by Constance D'Arcy Mackay. Henry Holt and Co., New York.
Drama in Religious Service, by Martha Candler. Century Co., New York.
Folk Costume Book, by Frances Haire. A. S. Barnes & Co., New York.
How to Make-up, by S. J. Adair Fitzgerald. Samuel French, New York.
How to Produce Amateur Plays, by Barrett Clark. Little, Brown & Co., Boston.
How to Produce Children's Plays, by Constance D'Arcy Mackay. Henry Holt & Co., New York.
Little Country Theatre, The, by Prof. A. G. Arvold. Macmillan Co., New York.
Open Air Theatre, The, by Sheldon Cheney. Mitchell Kennerley, New York.
List of Music for Plays and Pageants, by Roland Holt. D. Appleton & Co., New York.
Practical Stage Directing for Amateurs, by E. Taylor. E. P. Dutton Co., New York.
Producing Amateur Entertainments, by Helen Ferris. E. P. Dutton Co., New York.
Producing in Little Theatres, by C. Stratton. Henry Holt & Co., New York.
Shakespeare for Community Players, by Roy Mitchell. E. P. Dutton Co., New York.

Festivals and Pageants

List of Pageants and Pageant Material, with some suggestions for the organization of a pageant. Playground and Recreation Association of America, New York.
Community Drama and Pageants, by Mary Porter Beagle and Jack Randall. Crawford, Yale University Press, New Haven. Out of print. See libraries.
Festival Book—A May Day Book, by Jeanette E. C. Lincoln. A. S. Barnes & Co., New York.
Festivals and Plays in Schools and Elsewhere, by P. Chubb and Associates. Harper, Bros., New York.
Folk Festivals; Their Growth and How to Give Them, by Mary Master Needham. B. W. Huebsch, New York.
Folk Play Making in Dakota and Carolina, Frederick H. Koch. THE PLAYGROUND, January, 1925.
Pageants with a Purpose. Linwood Taft, Editor. A. S. Barnes & Co., New York.

How to Produce Plays and Pageants, by Mary M. Russell. George H. Doran Co., New York.
Pageants and Pageantry, by Esther Willard Bates. Ginn & Co., New York.
Technique of Pageantry, The, by Linwood Taft. A. S. Barnes & Co., New York.

For lists of plays for various groups and for inexpensive, mimeographed material on pageants and special holiday celebrations, write Community Drama Service of the Playground and Recreation Association of America.

Lists of books on religious drama may be secured from the following sources:

Religious Drama Department of the Drama League of America, 50 E. Van Buren St., Chicago.

Committee on Religious Drama of the Federal Council of the Churches of Christ in America, 105 E. 22nd St., New York.

Woman's Press, 600 Lexington Ave., New York.

E. Linguistic Activities

1. Forums and Public Discussions

Publications. Open Forum National Council, Boston Mass.
Public Forum in the Small Town or Rural Community, The, by Otis Moore. Board of Home Missions and Church Extension of the Methodist Episcopal Church, Philadelphia.

2. Reading

Book Shelf for Boys and Girls, The. (A list of books.) R. R. Bowker, New York.
Bringing Boys, Girls and Books Together, by Hildegarde Hawthorne. The Literary Digest International Book Review, May, 1923.
Children's Books for General Reading. American Library Association, Chicago.
Children's Reading, The, by V. Olcott. Houghton Mifflin Co., New York.
Gifts for Children's Book Shelves. (A list compiled by the Children's Librarians' Section, American Library Association, Chicago.)
Graded List of Books for Children. American Library Association, Chicago.
Reading with a Purpose. American Library Association, Chicago, Ill.
Literature for Children, by Lowe. Macmillan Co., New York.
New Roads to Childhood, by Annie Carroll Moore. George H. Doran Co., New York.
Publications. Children's Book Week Committee, 334 Fifth Ave., New York.
Right Reading for Children, by John Martin. THE PLAYGROUND, February, 1924.
Selected List of Books for Children. Federation for Child Study, New York.
Two Hundred Books for a Model Home Library. THE DELINEATOR, New York.
Wisconsin Reading Circle Annual, 1923. State Reading Circle Board, Madison, Wis.

The Bureau of Education, Washington, D. C., has issued a series of reading courses on various subjects which may be secured from the Bureau.

3. Storytelling

Art of Storytelling, The, by J. D. Cowles. McClurg, New York.
Art of the Storyteller, The, by Marie Shedlock. D. Appleton & Co., New York.
Children's Stories and How to Tell Them, by J. Berg Esenwein and Marietta Stockard. Home Correspondence School, Springfield, Mass.

Educating by Storytelling, by Cather. World Book Co., Yonkers, N. Y.

For the Storyteller, by Carolyn Sherwin Bailey. Milton Bradley Co., New York.

Good Citizenship through Storytelling, by Mildred P. Forbes. Macmillan Co., New York.

Graded List of Stories to Tell or Read Aloud, Compiled by H. E. Hassler and C. E. Scott. American Library Association, Chicago.

How to Tell Stories to Children, by Sarah Cone Bryant. Houghton Mifflin Co., New York.

Publications. National Storytellers' League, 1602-5 So. Wabash Ave., Chicago.

Some Great Stories and How to Tell Them, by R. T. Wyche. Newson, New York.

Stories to Tell Children, Sarah Cone Bryant. Houghton Mifflin Co., New York.

Storytelling. (A discussion of the fundamental principles of storytelling.) Playground and Recreation Association of America, New York.

NOTE.—The Cleveland, New York City and Pittsburgh public libraries issue valuable lists of books and stories for children.

F. Natural, Environmental (or Scientific) Activities

Agricultural Bulletins and Farmers' Bulletins, published by the U. S. Department of Agriculture, cover a large number of nature subjects. Government Printing Office, Washington, D. C.

Book of the Camp Fire Girls, The. Camp Fire Girls, 31 E. 17th St., New York.

Children's Garden Book, by Louise K. Miller. D. Appleton & Co., New York.

Cornell Rural School Leaflets. Department of Rural Education, New York State College of Agriculture, Ithaca, New York.

Every Child Should Know Books. (21 books in the series.) Doubleday, Page & Co., New York.

Field and Laboratory Guide in Physical Nature Study, A, by Elliot R. Downing. University of Chicago Press, Chicago.

Games and Recreational Methods for Clubs, Camps and Scouts (Chapter VIII), by Charles F. Smith. Dodd, Mead & Co., New York.

Girl Reserve Movement, The. National Board of the Y. W. C. A., 600 Lexington Ave., New York.

Handbook for Boys. Boy Scouts of America.

How Community Workers Can Use Science and Nature Study as a Form of Play, by A. Edmere Cabana. THE PLAYGROUND, February, 1925.

NATURE MAGAZINE. American Nature Association, Washington, D. C.

Nature Study through Nature Games. June, 1924, PLAYGROUND. Playground and Recreation Association of America, New York.

Children's Gardens for Pleasure, Health and Education, by H. G. Parsons. Macmillan Co., New York.

Our Physical World. (A source book of physical nature study), by Elliot R. Downing. University of Chicago Press, Chicago.

Publications. National Association of Audubon Societies, 1974 Broadway, New York.

Scouting for Girls. Girl Scouts, Inc., 670 Lexington Ave., New York.

Tuxis Boys' Manual. National Council of the Young Men's Christian Association of Canada, Toronto, Canada.

Woodcraft Manual for Boys. Woodcraft League of America, 110 W. 34th St., New York.

G. Social Activities

Adult Recreation. THE PLAYGROUND, December, 1919.
Book of Games and Parties for all Occasions, by Wolcott. Small, Maynard & Co., Boston.
Church at Play, The, by Norman E. Richardson. Abingdon Press, New York.
Folk Dancing as Social Recreation for Adults. Pamphlet No. 179. Playground and Recreation Association of America, New York.
Fun Book, The, by Edna Geister. George H. Doran Co., New York.
Fun for Everyone. Playground and Recreation Association of America, New York.
Good Times for Girls, by Mary E. Moxcey. Abingdon Press, New York.
Handbook of Games and Programs, A, by William R. LaPorte. Abingdon Press, New York.
Ice Breakers and the Icebreaker Herself, by Edna Geister. George H. Doran Co., New York.
It Is to Laugh, by Edna Geister. George H. Doran Co., New York.
Neighborhood Entertainments, by R. B. Stern. Sturgis & Walton, New York.
Parties and Stunts around the Year, by Era Betzner. Woman's Press, New York.
Phunology, by E. O. Harbin. Cokesbury Press, Nashville, Tenn.
Recreational Games and Programs, by John Martin. Community Service of Boston, Inc.
Snappy Stunts for Small Gatherings, by Margaret Bridge. Eldridge Entertainment House, Franklin, Ohio.
Social Activities for Men and Boys, by A. M. Chesley. Association Press, New York.
Social Games and Group Dances, by Elsom and Trilling. J. B. Lippincott Co., Philadelphia.
Social Plans for Young People, by C. F. Reisner. Abingdon Press, New York.
Getting Together, by Geister and Hinman. Doran, New York.

H. Civic Activities

Boys' and Girls' Clubs. Bulletins of the Department of Agriculture. Government Printing Office, Washington, D. C.
Boy and His Clubs, The, by William McCormick. Fleming H. Revell & Co., New York.
Boy Life and Self Government, by George W. Fiske. Association Press, New York.
Boys' Clubs, by Charles S. Bernheimer and Jacob M. Cohen. Baker & Taylor Co., New York.
Girls' Clubs, by Helen Ferris. E. P. Dutton & Co., New York.
Leadership of Girls' Activities, by Mary E. Moxcey. Abingdon Press, New York.
Practice of Citizenship, The, by R. L. Ashley. Macmillan Co., New York.
Publications. Junior Achievement Bureau, Springfield, Mass.
Settlement Horizon, The, by Woods and Kennedy. Russell Sage Foundation, New York.
Spirit of Youth and the City Streets, by Jane Addams. Macmillan Co., New York.
Training for Community Leadership. Playground and Recreation Association of America, New York.
Training the Junior Citizen, by Nathaniel F. Forsyth. Abingdon Press, New York.
Training Young America for Citizenship, by Roy B. Guild. Pamphlet No. 194.

Playground and Recreation Association of America, New York.

We and Our Government, by Jeremiah Jenks and Rufus D. Smith. Boni and Liveright, New York.

The manuals and handbooks of the Boy Scouts, Girl Scouts, Camp Fire Girls and Woodcraft League contain much valuable material on civic activities, as do the publications of Boys' Club Federation, 110 W. 40th St., New York; of Boys' Work Department of International Committee, Young Men's Christian Association, 347 Madison Ave., New York; of the National Board of Young Women's Christian Association, New York City, and of the National League of Girls' Clubs, 465 W. 23rd St., New York.

Section II

PROGRAM PLANNING

I. Meeting Special Needs

A. Colored Citizens

Community Recreation and the Negro, by E. T. Attwell. Opportunity, May, 1923.

Community Service among the Colored People of America. Playground and Recreation Association of America, New York.

Frederick Douglass Community Center, The, by R. Maurice Nuss. Southern Workman.

Genesis of Negro Music. Playground and Recreation Association of America, New York.

Interracial Cooperation. Journal of Social Forces, May, 1924.

Leisure Time and the Colored Citizen, by Emmett Scott and T. S. Settle. The Playground, January, 1925.

Music by Negro Composers. Playground and Recreation Association of America, New York.

Play and Negro Progress. Opportunity, January, 1924.

Playgrounds for Colored America. The Park International, November, 1920.

B. Foreign-born Groups

American Citizen, The, by H. B. Beecher. American Citizen Publishing House, Peoria, Ill.

Americanization of Edward Bok, The, by Edward Bok. Charles Scribner's Sons, New York.

Americanization, by Winthrop Talbot. H. W. Wilson Co., New York.

Americanization Program, An, by E. J. Irwin. Bureau of Education, Government Printing Office, Washington, D. C.

America via the Neighborhood, by John Daniels. Harper Bros., New York.

Citizenship Syllabus. University of New York. Bulletin No. 622.

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CHAPTER II

NATURE AND FUNCTION OF PLAY

SECTION I

AGE PERIODS AND PLAY INTERESTS

SECTION II

WHAT DOES PLAY DO?

SECTION III

THEORIES OF PLAY

CHAPTER II

NATURE AND FUNCTION OF PLAY

SECTION I

AGE PERIODS AND PLAY INTERESTS

The community recreation program is designed to meet certain fundamental needs in the life of the child and adult, and to give satisfaction to certain basic impulses and interests. Program planning must, therefore, take into account the various interests of children which appear at different age periods and which in turn are the manifestations of certain instincts or types of activities which are universal among normal children. As the child passes through adolescence, reaches the post-adolescent period and enters into adulthood, many of the interests naturally change and the expression of them follows different channels, although many forms of recreation for adults consist of reversion to the simpler fundamental activities acquired during childhood.

I. The Play Impulse in Child Development

It is generally accepted that the child in his growth more or less epitomizes the development of the race. The development of the nervous and muscular systems of man in the long period of evolution have made natural certain modes of conduct under certain conditions. These impulses to more or less definite reactions to given situations or conditions, external or internal, re-echo the historic activities of the race and may be called instinctive. It is the manifestation of these impulses which gives rise to the phenomenon of play in children.

To understand the full significance of play in child development, it is necessary to understand the significance of instincts or types of activity universal among normal children. Many instincts are transient; they are important for the sake of giving rise to habits and this purpose once accomplished, the instincts themselves fade away. If during the period of activity of any instinct, the environment is favor-

able for its manifestation, a habit is formed which survives after the instinct has faded away. But if the environment is unfavorable for the manifestation of that instinct, it will soon fade and no habit will be formed. This law of transiency is demonstrated by the alteration of different interests as human life goes on. The important thing is to seize the wave of the child's interest before its ebb has come, and to direct the child's activities so that the habits to which the instincts give rise shall be beneficial to his development.

II. Age Periods

The child's environment, both physical and social, pours in upon his senses a constant stream of stimulation, suggesting the particular act of the immediate present. The type of activity, however, is determined by the stage of development which the growing child has reached. It is exceedingly important, therefore, in planning a program that the recreation worker shall understand the periods of development as represented in the play life of the child in infancy, early childhood, later childhood, boyhood and girlhood, puberty, early adolescence and later adolescence; the physical, mental and play characteristics of the different periods and the chief types of play appealing to the child at the various stages through which he passes. In order to understand the play progression, the transience of interest from one type of game or play activity to another, it is essential to make a brief study of the child, the growth and development of both brain and body, in order to know why certain types of play characterize different periods of the child's life.

In dividing the child's life into age periods it is important to guard at every point against any thought of abrupt transition from one period to another. There is no exact moment when the individual progresses from infancy to childhood, from childhood to youth—nor any law which applies without variation to the individual. A child does not always stay in his particular age group and there can be no hard and fast rule laid down about the age period at which he passes from one stage of development to another. There is a certain advantage, however, in isolating one period from another in order to bring out its striking characteristics. Such a method, artificial though it may be, is helpful in determining activities which will be most beneficial to the children in their transition periods.

A. Classification of Age Periods.

A number of students of the subject have divided the child's

life into different age periods. Dr. Joseph K. Hart suggests the following psychological classification of three age levels:

1. The segregative level—children to 6, 7 or 8
2. The group level—children to 12, 13, 14 or 15
3. The team level—upward to maturity

The great pedagogical need of our times, says Dr. Hart, is the understanding of groups and teams—their relationships to each other and the real way in which the latter depends upon the former. Play has the most important part in this understanding.

Joseph Lee has made the following classification:

1. First three years.—Period of babyhood when the child's life is largely in his relation to his mother. Creative impulse begins to manifest itself in this period.
2. Three to Six.—Age of Impersonation. Impulse to impersonate colors almost all the child's activities. Main lines of growth in this period are along the lines of fighting, nurture, rhythm, creation, curiosity and social membership.
3. Six to eleven.—"Big Injun" or age of self-assertion, dominated largely by the fighting instinct, though the chasing, nurturing and other instincts are strong.
4. Eleven to fourteen.—Age of loyalty. The belonging instinct is strong. It is the age when gangs flourish.
5. Fourteen to twenty-one.—Apprentice age.

These periods, Mr. Lee points out, are not separated by hard and fast lines. They do not only shade into each other but overlap. The impulse for self-assertion often shows itself before the age of six. Loyalty is not suddenly born full-fledged when the child becomes eleven years of age, but it has its roots running back to the very beginning.

George E. Johnson has made the most detailed classification which has been evolved. His classification is based on the theory that play activity varies as the structure of the animal varies, and that anatomical and mental growth are inter-dependent.

The following material outlining Mr. Johnson's classification is taken from *Education by Plays and Games,* by G. E. Johnson. Ginn & Co., by whose courtesy it is being used.

1. **Ages 0 to Three.**—Essential characteristics:

   a. **Physical**

   Rapid growth first year. Weight trebled. Length in

creases seven or eight inches. Brain increases in weight two or three times.

b. Mental

Memory begins; movements and sounds are reproduced through imitation by sixth month; there is constant movement every waking hour. These movements beginning in the reflex, instinctive and impulsive movement increase in intensity in the subsequent motor play of the child. With the development of association, memory, control of speech muscles and imitation, speech appears. All the way along interest follows the line of developing powers.

c. Play Characteristics

It is important that environment shall be such as to give suitable opportunity for the natural plays of this period. These may be prescribed as sucking, grasping, mouthing, kicking and other movements of the limbs, climbing, walking and talking.

The apparatus and toys of this period consist of bright stones, sticks, spools, keys, bright objects suspended to attract attention, celluloid balls, blocks, linen picture books and similar toys. There is free play with toys and with common objects used as toys, simple constructive play with blocks, digging in the sand, doll play, Mother Goose plays, counting, repetition and rhythm. The games and mother plays adapted to this age include such games as *Peek-a-boo, This Little Pig Went to Market, Pat-a-cake, Ride a Cock Horse, Trot, Trot to Boston, Ring Round Rosey* and finger plays.

2. Period 2—Ages Four to Six.—Essential characteristics:

a. Physical

This period is a continuation of the first in many essential features. There is still a rapid growth of the body and brain, the brain growing but little in size after the sixth year. Great physical activity marks this period.

b. Mental

Memory is strengthening; reason and judgment are lacking compared with sensory knowledge and the child jumps to ludicrous and false inferences. It is an imitative period.

The imagination is very active, and the child builds freely with his mental images.

The child begins after his fourth year to play with children rather than adults. He is selfish and self-assertive and quarrels frequently.

c. **Play**

The apparatus and toys of this period consist of sand pile, moulds, carts, climbing tree or ladder, slide, swing, see-saw, doll-house, toy furniture, drums, trumpet, balls, bean bags, scissors, paste, modeling clay and similar kindergarten material. At this age, the use of play rooms is effective.

The kind of play consists of:

(1) *Free Active Plays.*—Running, rolling, balancing, climbing, pushing, jumping, digging, tossing and catching.
(2) *Imitative and Dramatic Plays.*—Keeping house and store, playing Indians, firemen and the like.
(3) *Constructive Plays.*—Play in sand pile, clay modeling, building with blocks, sewing.
(4) *Collecting and Hoarding Plays.*—Collecting of ribbons, buttons and the like; picking flowers, berries, gathering nuts.
(5) *Nature Plays.*—Sand excursions; watching birds; picnicking; planting seeds.
(6) *Drawing Plays.*—Drawing with pencils; tracing pictures.
(7) *Music Plays.*—Finger games, such as *Here's a Ball for Baby, The Little Men.*
(8) *Story Interest.*—Telling and hearing stories.
(9) *Formal Games.*—There are very few formal games in this period except through leadership of elders. Games consist of ring games with singing and rhythmic motions, chasing and tag games, *Hide and Seek, Drop the Handkerchief* and similar games.

3. **Age Period 3—Seven to Nine.**—Essential characteristics:

a. **Physical**

This is a particularly important period since it is the transition age marked by cessation of rapid brain growth, slower physical development, change in circulatory system with tendency toward heart weakness and fatigue.

b. **Mental**

Reasoning power is still weak—memory is strengthening. Imagination is active, beginning to be of more definitely creative type. Interest in activity shifts to interest in result. Senses are practically perfected and sensory interest continues very strong. Interest awakens in competition and child begins to play games according to form and rule with other children.

c. **Play**

The apparatus and toys of this period include the sand pile, see-saw, climbing rope, climbing and tilting ladder, board slide, jumping pit, wheelbarrow, shovels, ring toss, ten pins and similar equipment.

The plays and games must develop motor activity of infinite variety but with definite purpose and interest in the outcome. Hence, the value of simple competitive games, games of chance and constructive and dramatic play.

Types of play include:

(1) *Free Active Plays.*—Climbing, running, swimming, skating.

(2) *Dramatic and Imitative Plays.*—Playing cowboys, school, fire department.

(3) *Constructive Plays.*—Child desires to make things for sake of having and using them. Crude building of huts, tents, kites, the making of paper dolls and dresses, baskets and similar articles are popular at this stage.

(4) *Games of Chasing, Hunting, Throwing and Shooting.*—Typical games include *Cat and Mouse, Hide and Seek* or *I Spy, Drop the Handkerchief, Puss in the Corner, Hawk and Chickens, Tag, Pom Pom Pull Away, Run, Sheep, Run, Follow the Leader, Going to Jerusalem, Ring Toss.*

(5) *Games of Experimentation.*—Miscellaneous activity games involving mainly trial of bodily strength and miscellaneous intellectual games involving mainly trial of mental powers, attention, observation, imagination and memory. Some of the games of this type include: Jumping rope, *Cushion Dance, Hop Scotch,* Jackstones, *Humpty Dumpty,* marbles, *Hunting the Slipper, Blind*

Man's Buff, Beast, Bird or Fish, Crambo, riddles and puzzles such as *How Many Fingers* and *Button, Button.*

(6) *Singing Games.*—Among the singing games of this period are *Looby Loo, As We Go Round the Mulberry Bush, Farmer in the Dell.*

(7) *Recurrent and Seasonal Games.*—The spring, summer, fall and winter seasons, and such special days as Valentine's Day, May Day, Fourth of July, Hallowe'en, Thanksgiving and Christmas should all be celebrated by appropriate folk stories, games and dances.

(8) *Arithmetic Games.*—Children show a play interest in repeating the number series or counting. Dice, dominoes, bean bags, toy money and other devices give opportunity for expressing this interest.

(9) *Nature Plays.*—Collecting of flowers and gardening should be encouraged. This is the time for the beginning of the care of pets at home and at school.

(10) *Geography Plays and Games.*—The sand pile, with its opportunity for the making of hills, valleys and villages and playing in the brook, building dams and sluiceways, gives opportunity for learning geography.

(11) *Language, Reading and Spelling Games.*—Storytelling and storyplaying, spelling games and matches, anagrams, classical riddles, are all helpful in this period.

(12) *Music and Drawing Games.*—Traditional singing games, toy symphonies and opportunities to listen to good music are all important in this period. Much can be made of painting pictures and dolls' dresses and of drawing and free-hand cutting.

4. **Age Period 4—Ages Ten to Twelve.**—Essential characteristics:

a. **Physical**

This period is marked by lessened physical growth, particularly for boys, by rapid structural development, by greatest degree of immunity from disease, by culmination of specific intensity of life—at eleven to twelve in girls, and twelve to thirteen in boys. This is the period of greatest physical activity.

b. **Mental**

This is the golden period for memorizing and drill, for the development of facility and skill. The element of co-operation in games and plays is developing, although the individual still remains most prominent when the age is one of self-assertion and apparent selfishness. Social instinct is strengthening and there is interest in boys' clubs and secret societies.

c. **Play**

Among the apparatus and toys of greatest interest are rings, trapeze, circle bars, climbing rope, swing, ladder, jumping standards, giant stride, baseball and basket ball courts, toboggans, sleds, skates and similar equipment.

The free informal active plays of the previous period are now largely superseded by formal games of great physical activity, particularly running games. The character of the play is still individualistic, rather than cooperative.

(1) *Dramatic and Imitative Play.*—At this period such play includes circle playing, minstrel and wild west shows, playing Indian trapper and the like.

(2) *Constructive Plays.*—The interest in skill developing at this period suggests the opportunity for creating pride in good work. All kinds of constructive play may be developed—such as the making of kites, stilts, lanterns, toys, birdhouses and many other articles.

(3) *Games of Chasing, Hunting, Throwing, Shooting.*—Certain games are particularly well adapted to the needs of this period, involving as they do great physical activity and strength, speed and skill, which are displayed individually rather than in concerted action, although cooperation is frequently involved. These include such games as *Prisoners' Base, Bull in the Ring, Sheep Fold, Center Base, Fox and Farmer,* various tag games, *Three Deep, Hare and Hound,* relay and obstacle races, *Duck on a Rock,* dodge ball.

(4) *Schoolroom Games.*—Many of the games suggested for this period can easily be adapted to the limited space of the school room. Some of these are tag games, dodge ball, bean bags, ten pins and many other miscellaneous games for physical development.

(5) *Miscellaneous Games for Physical Development.*—These games which are individualistic and highly emulative include wrestling, duel contests such as cock fights, leap frog, tumbling and balancing.

(6) *Miscellaneous Intellectual Games.*—Among these games which involve a trial of the mental powers are proverbs, acting titles, quotations, characters, twenty questions, charades and card and table games and riddles.

(7) *Arithmetic, Geography, History, Language, Reading and Spelling Games.*—This is pre-eminently the period for drill in the fundamental operations and facts of arithmetic. There may be arithmetical races and such games as dominoes, parchesi, backgammon and number lottoes. There are also games for teaching geography; for history, *famous men* and *famous numbers* and similar games may be used.

(8) *Nature Play.*—Interest in pets and exploring, fishing and collecting is very strong at this period. Children's collections begin to take definite shape. Interest in gardening now centers sufficiently on the product to make it of practical value. Camping out is a passion at this period.

Interest in drawing turns to illustrations of stories and of historical events and to original designs. Interest will be keen in silhouettes and in shadow pictures.

The playing of musical instruments should begin and ample opportunity given for hearing good music. Provision should be made at this age for singing.

5. **Age Period 5—Thirteen to Fifteen.**—Essential characteristics:

a. **Physical**

This is the period of most rapid bodily growth. There is an increase in the size of the heart, in lung and chest capacity, and in control of accessory muscles. It is a period of greatest tendency to nervous disorders. There is a rapid development of all organs.

b. **Mental**

This period is the time of awkwardness, laziness and emotional instability with a tendency to self-assertion and liability to misdemeanor. Interest in reading culminates

at this time. There is great interest in nature and a love of adventure. Imagination, sympathy, memory and reasoning are growing. The game interest centers more and more in cooperation and competitive games, and the circle of favorite games constantly narrows.

c. **Play**

Apparatus should include an outdoor gymnasium, running track, jumping standards, baseball and football fields, swimming pools and similar facilities. A work-shop, mechanical and electrical toys, pets, puppet theatres, musical instruments and material for drawing and painting and for constructive play are among the best equipment for children of this age.

(1) **Competitive Games and Contests.**—Competitive games and contests, generally cooperative, are of special interest at this period and are adapted to its peculiar physical and mental needs. They involve great physical activity and are particularly necessary to further the development of large muscle areas. Many of the games adapted to the preceding period will be continued here. Among the games are baseball, football, basket ball, polo, hockey, cricket, golf, tennis, hand ball, volley ball, medicine ball, mount ball, scrimmage ball, newcomb and similar games.

(2) **Miscellaneous Games for Physical Development.**—Among the games of this period involving trial of strength, quickness and skill, may be mentioned athletic events such as dashes and relay races, swimming, rowing, canoeing, bicycling, tramping and winter sports.

(3) **Miscellaneous Intellectual Games.**—In this class belong the games previously discussed, such as charades, historical tableaux, proverbs, twenty questions, checkers, chess, dominoes, and other card and table games. Interest in sleight of hand is common at this time.

Arithmetic and language games may be conducted and extended, as this is the period of keenest verbal memory. The dramatic interest may be utilized in the study of literature. Drawing, art, music and nature study have strong interests at this time, and

constructive work in manual training may be developed to a high point.

6. **Later Adolescence—Fifteen to Eighteen**
The period from fifteen to eighteen has been characterized by Bowen and Mitchell in *Theory of Organized Play* as the period of the development of loyalty. "Cooperation and team play become the dominant play motives; although interest in track and field sports, with interest in individual superiority, is still a prominent factor. It is still further stimulated now by group competition in which players win scores for their team as well as for themselves.

7. **Maturity—Eighteen to Forty**
These years, Bowen and Mitchell point out in *Theory of Organized Play,* are the years of greatest physical efficiency and hardihood. "There is a marked tendency at this time of life, although the possibilities of development are so great, to forego all active recreation and engage only in amusements of passive character. Those who become heartily absorbed in active sports in high school and college form a habit that will help to dispel the laziness that comes with later life."

The dramatics, music, art and social activities, the hobby classes offered by the community recreation program are of interest in the period of maturity. Hiking is a popular activity, and golf, tennis, swimming and similar sports have their devotees. With maturity comes the period when there must be forms of play which will be purely re-creative and relaxing. During the early part of this period, in particular, provision must be made for young men and young women to enjoy social activities together.

B. **Sex Differences in Play**
Sex differences in play occur within age groups and these too must be taken into account by the recreation worker.

Up to the age of 12 or 13 years boys and girls play practically the same games and are interested in the same activities, though the instincts of girls lead them to care more for playing with dolls and imitating household duties. In the fifth age period, as outlined by George E. Johnson, sex differences become prominent. At this period, which comes approximately at the junior high school age, it seems best to separate boys and girls in much

of their play. From this time onward girls excel in dancing, boys in athletics. Girls play basket ball, field hockey, tennis and playground ball, and engage in swimming, hiking and games, while boys develop a growing interest in such games as soccer, football, baseball, basket ball and volley ball.

The fact that the throwing and striking coordination are usually lacking in women in developed form, puts girls at a physical disadvantage in games in early childhood, since these are elements in many games. Competition interests girls less than boys, and they have naturally less interest in running, jumping, dodging, seizing, wrestling and fighting.

The instincts of boys urge them to a more active type of expression. Girls are less given to roughness and brutality in their play than boys, but many feel that they also lack a sense of the importance of rules, the need of obeying them and the loyalty which makes team-work in play possible. Girls do not form groups or gangs spontaneously as do boys. They have never played team games until comparatively recent years and it is not easy, as it is with boys, to get team spirit in their play. Civilization has come to require the civic virtues of women and it is, therefore, increasingly important that girls shall play team games.

The play activities of the two sexes are more similar in interest during maturity than at any other time except early childhood. In general they both prefer outdoor recreation rather than strenuous competitive sports. For this reason more emphasis should be placed on this type of sport during school days so that a taste for it may be developed.

III. Play Interests

A. Primary and Secondary Play Responses

The play responses of children with their reaction to given stimuli, external or internal, result in primary and secondary play responses. Primary play responses are intimately associated with organic functions which constitute our physical life, and have to do with the play of body and members as expressed in such movements as creeping, walking and running, jumping, climbing, swinging, kicking, pushing and similar movements.

Secondary play responses are associated with the activities which make for the preservation and enrichment of life, and run

parallel with all the great lines of human endeavor and achievements. These responses or instincts may be classified as follows:

hunting	nurturing
fighting	rhythmic action
competition	ownership
thinking	courtship
creating	approbation
membership	worship

B. Permanent Interests

The primary and secondary play responses tend to establish more or less permanent interests and capacities which can seldom, if ever, be wholly differentiated from each other. Nor can the activities resulting from them be said to be due to any single interest. Roughly, they may be classified as physical, intellectual, educational, constructive and artistic, rhythmic—music and dancing, speech and literature, drama, social, property, family, political and religious.

1. Physical

A lively expression of the interests demanding physical activity means life to young and old. To be physically active in games and sports is essential to the growth and development of young people. Among adults the interest continues but its expression is not so much the growth and development of the physical organism as it is of keeping it alive. Under modern industrial conditions it is vitally important to the maintenance of standards of physical vigor, strength, nervous stability and to the joy of life that the community shall provide ample facilities for games and sports of all kinds for both men and women. Any community that fails to provide the necessary conditions for the fullest expression of the physical play of children and young people has failed in one of its simplest and most fundamental duties.

2. Intellectual

One of the earliest interests to show itself in the child is the interest in its environment, which is the basis of all scientific investigation and achievement. "It is natural for men to want to know," said Aristotle, and the proper guidance and development of this interest is one of the greatest needs of American life to-day. This scientific interest permeates all

human thought and feeling, but there are specific tendencies toward certain forms of intellectual activity, analogous to those in the field of physical action. For example, there is great interest in experimentation with the sense, in guessing plays, conundrums, puzzles and mental tests, in collecting and classifying, in investigation and experiment and in exploration and discovery. The general processes of thought and learning, mental achievement in an infinite variety of forms, exemplify this kind of play.

Use should be made of the omniverous mental appetite of children for the introduction of play in all these specific directions and also for contests in memory, mental alertness, reasoning and imagination.

3. **Educational**

The desire of the individual, especially of young people from the age of fourteen on, for study and for the opportunity to secure information and knowledge which will help them in their chosen work or enable them to gain knowledge in new fields is more and more being taken into account as an interest with which the leisure time movement should be concerned. Classes or groups in current events, literature, history and similar cultural subjects, as well as in dressmaking, millinery and other manual activities are more and more being incorporated into the recreation program.

4. **Constructive and Artistic**

The interest in making things with the hands and in all forms of creation is as fundamentally natural and almost as forceful in desire for expression as is the interest in physical activities.

Art is the higher form of creative play, and children's play offers peculiar opportunities for the development of the art interests. It is important that the instinctive artistic activities and interests of children should be encouraged. "It is a great pity," says G. T. Patrick, "that the quiet enjoyment of beauty, whether of music, poetry or the classic and plastic arts, has so small a place in our American life. Nothing would so completely relieve the stress and strain of our rushing world as the production and enjoyment of works of art. Art has a soothing and tranquilizing influence which we in America greatly need."

5. **Rhythmic—Music and Dancing**
Music and dancing have great power to release the emotional capacities of people and to weld them into a community of feeling and spirit. The opportunities for expression of the rhythmic interest in music are of fundamental importance as a basis for musical culture in America.

6. **Speech and Literature**
Language is the tie-binding medium of humanity, not only linking living people with each other but linking the present with all past stages and the past and present with the future, keeping alive our inheritance of wisdom, beauty, expression and nobility. Storytelling and reading aloud are expressions of this interest which are of vital importance.

7. **Drama**
Among the most familiar of the plays of little children are the dramatic and imitative plays by which they enter in "make-believe" into almost every familiar occupation and profession. The dramatic interest is practically universal in adult life and has great power in releasing emotional capacities.

8. **Social**
The capacity and desire for common membership is the basis of all organized society and all organized groups within society. The expression of this interest by children and the training of its expression is fundamental in the making of citizenship. It is the bed rock upon which community recreation can be founded. With the adolescent period of youth comes the intensive expression of the social instinct. This is the golden time for training in group activities because it is the natural time for the formation of gangs, groups and teams and for the establishment of definite standards in citizenship. Moral codes and social standards are inevitably and strongly affected by play activities. Nothing is of more importance to the student of play than an appreciation of the relation of play to character.

9. **Property**
Ownership of childish possessions extends naturally to interests in conventional property. Opportunity in childhood and youth for earning money and acquiring personal property on

the basis of current values for service rendered is of great importance.

10. **Family**
Child nature flourishes best in the environment that only a true home can provide. The family has been an essential factor in human progress and the maintenance of its influence will depend on the degree to which it continues to meet these peculiar needs of the child which it alone can supply. It is the background of duty and happy home experience that is the foundation of most successful lives.

11. **Political**
The political interest of children and young people are manifested in their ring games, ball games and in their games and groups. The community recreation movement seeks to find ways and means of utilizing the political interest in a progressive way that will lead naturally and gradually to the interests and duties of citizenship.

12. **Religion**
The code of moral principles resulting from the sense of relationship which every being feels to a superior power outside itself is, perhaps, the most fundamental factor in the formation of individual character and the character of society as a whole. Play may be made to aid materially in moral and religious education.

NOTE: The material used in this section is based largely on George E. Johnson's *Education by Plays and Games*, published by Ginn & Co., and from *Play and Recreation* —outlines for study—Publication No. 92, Children's Bureau, Washington, D. C., both of which are invaluable source material for this subject.

SECTION II

WHAT DOES PLAY DO?

I. The Values of Play

"I want to see all Americans have a reasonable amount of leisure," said President Coolidge at the Outdoor Recreation Conference in May, 1924. "Then I want to see them educated to use such leisure for their own enjoyment and betterment and the strengthening of the quality of their citizenship. . . . We must make America a land of vision, a land of work, of sincere striving for the good, but we must add to all these in order to round out the full stature of the people, an ample effort to make it a land of wholesome enjoyment and perennial gladness."

Through play, citizenship is built up and community morale strengthened. Play is a process whereby the essential powers of the race are developed in the individual. It is Nature's method of education. It realizes the inherited desires of the child and brings to him the joy of accomplishing in increasingly successful forms the ends to which his nature is directed. The older a man grows the less he retains the effervescent spirit of youth, and the more necessary it becomes that he shall deliberately cultivate his powers to bring about his hidden resources in spirit and art, in science and social relationships.

Play counteracts the effects of highly specialized industrial work and makes it possible for a man to throw off the worries and strain of the day by complete absorption in the game; it tones up the entire system by a prevailing sense of the joy of living. Industrialism, the monotony of factory work, and of the highly specialized machine, deadening all creative power, must have an antidote. "Men under our industrial system," says Joseph Lee, "an artist given no opportunity for expression, an inventor employed as an automaton, a thinker tied up to a fool-proof machine—are the victims of disappointed instinct, subject accordingly to all kinds of nervous and emotional disorders. The radical remedy for this condition, if it is ever found, will be in making industry more expressive of man's constituting instinct, of the lines of life to which he is by nature irretrievably committed."

(See *Why a Community Recreation Program,* Chapter I, Section I.)

II. The By-products of Play

The joy of play for its own sake is universally recognized. "Play is above being a mere instrument or means," says Dr. John Finley, "and as a phase of life it is its own justification."

In addition, however, to the value of play to the individual in terms of joyous living and to the community in the building-up of a community morale, there are many by-products and results of play which are vitally important.

A. Physical Benefits of Play

Health is positive. As has been pointed out in *Theory of Organized Play,* "the fact that play is enjoyed is one of the main reasons why it is conducive to health. . . . Pleasurable activity has a buoyant and stimulating effect upon the nervous system, and this reacts in a beneficial way on the whole body." Modern civilization has robbed man of the necessity for carrying on certain tasks connected with daily life, and there is need of some means for regaining the bodily strength which formerly existed. Methods of work, the time-saving devices of the present day, are bringing about greater leisure, and it is during these free hours that bodily development must take place and the all-round use of the body promoted.

1. Play Develops Functional Strength

Through the exercise of certain forms of play, circulation is increased, there is greater respiratory activity, better elimination of waste and improved digestion. Big-muscle activity stimulates growth, strengthens the heart and develops the muscles. Roughly speaking, games, sports and athletics afford the best type of exercise, both in regard to physiological effects and to the forms of valuable social qualities.

Play which is natural, free and balanced exercise makes for beauty of form and grace of movement, and the body is developed as Nature intended.

2. Play Prevents Disease

Play which is carried on in the open air, which is vigorous and makes use of the more fundamental muscles, promotes health. Organic or degenerative diseases are on the increase to-day. Exercise is the best known means of developing healthy organs in the body.

The annual death toll from tuberculosis in the United

States reaches a total of 120,000. The International Congress on tuberculosis has declared, "Playgrounds constitute one of the most effective methods for the prevention of tuberculosis and should be put to the fore in the world-wide propaganda for the diminution of the unnecessary destruction of human life."

Recent statistics of the Life Extension Institute show increases in death from diseases of the nervous system, heart, kidneys and liver. The Institute states that the dominating and outstanding cause of the increase is the decrease in outdoor life and vigorous muscular activity.

3. **Play Promotes Nervous Stability**

Play promotes nervous stability by restoring rest to the higher and more delicate coordinations, as of the hands and fingers, and by using the older and simpler ones of the trunk and legs. It rests visual areas by allowing the eye axes to become parallel; it relieves auditory areas by being reasonably quiet.

In discussing the prevention of functional nervous disorders, one medical authority has said, "Agencies such as Boy and Girl Scouts, settlements and playgrounds, promise most in the line of prevention."

4. **Play Has Great Therapeutic Value**

Play is being used increasingly not only in the physical but in the mental rehabilitation of the individual. People suffering from mental disorders have been found to react quickly to the stimulus of play. The beneficial effect of music on mentally diseased persons is being demonstrated with increasing effectiveness.

Play is being introduced with great success in institutions of various kinds. Recreation, someone has said, is no longer merely desirable for our pleasure; it is physiologically necessary in order to retain normal equilibrium in the midst of the deadening monotony and the excess strain of the common life to-day, both in the city and in the country.

B. **Play and Mental Characteristics**

Play, which is pursued with all one's might, tends to help unify the mind and makes for mental alertness. Memory develops best

when exercised in connection with the things in which the child is most interested. Play is more interesting to him than anything else.

Play develops the ability in the child to make quick and accurate judgments and to respond to commands. Initiative, originality and resourcefulness may all be fostered through play.

"The best thing for the child's intellectual growth is to make the body a help to him rather than a hindrance. Muscular exercise, which play brings about, builds up the brain areas that are later used for thought, particularly those parts which deal with the every-day life of action." (From *Theory of Organized Play.*)

The importance of play in mental development, therefore, is fundamental. With the adult, play recreates mental energy after the brain tissues have become fatigued through long continued effort or worry. A valuable type of play is that which brings into use the big muscles that coordinate without much effort of will, leaving the higher brain tracts almost entirely at rest. (See Chapter XV, *Theory of Organized Play,* by Bowen and Mitchell for additional source material.)

C. Play and Character Development

It is a man's desires and emotions that most powerfully influence his acts. Since the most fundamental instincts and emotions require muscular activity for their development, it follows that play which provides for this natural expression must be one of the stressed features in the growth of character.

The character-forming values of play are fundamental values. Courtesy, self-discipline through obedience to law, loyalty and appreciation of the values of team-work, courage, justice, unselfishness, generosity, honesty, perseverance and tolerance are all developed through play.

Play is a form of social conduct and is either moral or immoral as is any other social action. There are the same opportunities for lying or truthfulness, cheating and stealing or honesty, cruelty or kindness, and all the other vices and virtues that there are in life. Vigorous play under normal conditions tends to be a moral force and under social direction it may be a very strong one. Honesty in games will not necessarily transfer to another situation unless it functions in the same way or unless a general appreciation of practical ideals of honesty has been developed. Hence the importance of having organization in

which the ideals presented shall make for good social relationships recognizing honesty and fair play.

Play not only develops individual qualities but it has a strong influence on social qualities which affect the individual as a member of the group. In play there is a continual opportunity for the expression of all the ideals of sportsmanship which profoundly influence our life with our fellow men. The civic qualities—those involved in the attitude of the individual toward organized society—are fostered through play. All team games require social cooperation, loyalty and a group consciousness. Through them children learn to recognize the rights of others and discover the meaning of freedom through law.

The necessity for obedience is forcefully brought out in play requiring immediate choice which must be instantly executed. Vigorous play teaches determination as nothing else can and this, too, makes for the morality and right standards of conduct which must be the basis of the individual relationship with organized society.

The development of all these characteristics through activities on the playground means the laying of a sound foundation for the citizenship which is the ultimate goal of the playground and the social purpose of leadership. (See Appendix II.)

D. Play as a Force in the Prevention of Juvenile Delinquency and Crime

Play prevents much mischief and vice by giving a helpful expression to motor restlessness and new interests to occupy the mind. It turns the gang spirit into channels of helpfulness. Studies which have been made in Chicago and other cities show a decrease in delinquency after the establishment of playgrounds in particular parts of the city. Juvenile court records in a number of cities offer conclusive testimony regarding the beneficial effects of recreation on the individual boy and girl.

A study made by Allen T. Burns in Chicago shows that in 1907 in the cases of juvenile delinquents coming from the vicinity of the small playground conducted by the Park Commission, there was a decrease in juvenile delinquency of twenty-four percent within a quarter-mile radius of such playgrounds. The decrease in the city as a whole, after the establishment of the playground was eighteen percent. In one city it became possible to abolish the juvenile court after playgrounds had been established.

While there has been a tendency to exaggerate the effect of playgrounds in reducing juvenile delinquency, nevertheless, it is clear that playgrounds have a very definitely observable influence in this direction.

(Note: It is suggested that Chapters XIV, XV, XVI and XVII of *Theory of Organized Play,* by Bowen and Mitchell, be followed in developing this section.)

Section III

THEORIES OF PLAY

I. Why Do People Play?

Although early writers had many significant things to say about play, and the value of play in education had from early times been recognized, no attempt was made until modern times to give a scientific explanation of play. Various theories have been advanced. While these explanations differ in important respects, all agree in explaining play from a biologic as well as physiologic and psychologic point of view, and each has contributed to a better understanding of this special phase of life. Through these theories the sharp contrast between play and work has been broken down and play has been accepted as one of the efficient means of achievement in education and in later life.

A. Schiller-Spencer

Play is surplus energy. The playing animal has more vital energy than he needs for purposes of subsistence, reproduction and defense against his enemies, and this surplus energy finds expression in play. As the conditions of life become easier so that the animal does not expend all its energy in getting a living, the excessive energy is worked off in play. The surplus energy theory assumes in the higher forms of play a series of inborn impulses for whose serious activity there is often, for a long time, no opportunity for discharge with the result that a reserve or exuberant strength collects and presses imperatively for employment, thus calling for the ideal satisfaction of the impulses, or play.

"The surplus energy theory has been criticized because it offers no explanation of the fact that the young of a species play like one another but in a way different from that of all other species. If surplus energy is the only reason for play, all play would be aimless and all very much alike. Any theory that claims to explain the origin and nature of play must account for its main features, and play has no characteristics more pronounced than these resemblances and differences." (From Chapter IX, *Theory of Organized Play,* by Bowen and Mitchell.)

B. **Karl Groos**

The Groos theory of play attempts to supply what the Schiller-Spencer theory lacks—that is, the explanation for the actual form taken by the plays of children and young animals. Play, according to Groos, is an instinct, the purpose of which is the education of the individual. It is practice by the young of the pursuits they must later follow. Animals do not play because they are young, rather, they are given youth in order that they may play. During immaturity the young instinctively exercise in playful ways the growing powers by use of which our ancestors have survived. Play is largely the result of instinctive reaction to environment and playful practice of powers by which the animal is to maintain life. The form of play depends upon certain instincts or hunger that appear, one after another, in a child's life. If through play the individual has an opportunity to give expression to this instinct that nature has found essential to preserve, a habit is formed and the individual's education has progressed. If there is not opportunity through play to satisfy this instinct, it dies; no habit is formed and the individual's education in that respect is incomplete. There is danger, therefore, in the balked instinct, and a well-rounded play life is essential. Groos regards play as a preparation for life.

C. **G. Stanley Hall**

A third theory of play put forth by Professor G. Stanley Hall is known as the recapitulation theory. "Play is the motor habits and spirit of the past of the race, persisting in the present as rudimentary function of and always akin to rudimentary organs." (This supplements and explains Groos' theory.) "Thus, in play, we rehearse the activity of our ancestry back we know not how far, and repeat their life work in summative and adumbrated ways. The pleasure is always in direct proportion to the directness and force of the current of heredity. The pain of toil died with our forbears; its vestige in our play gives pure delight. The child in his social development must pass through all the stages of social life that the race has experienced."

The inheritance theory explains clearly why the activities most commonly seen in the play of children are occupations of primitive life (running, throwing, striking and climbing), rather than some of the quieter and more cultured occupations of

civilized life (writing, painting, needlework and studying). It is simply because we inherit from our ancestors, not from our descendants. The idea that instincts are prophetic—looking forward to the occupations the child must be ready to carry on when he reaches maturity—is the main fault of the instinct theory of play as stated by Groos. When we recognize the fact that instincts are inheritances from the past, we escape the difficulties involved in Groos' view. The inheritance theory also supports and explains the idea advanced by Patrick, that activities that are racially older are more restful and recreative for those who lack strength; the activities by which the human neuro-muscular system was developed to its present form are surely the ones it can carry on most easily and economically. (*Theory of Organized Play*, Chapter IX.)

D. **G. T. W. Patrick**

Patrick, in his *Psychology of Relaxation*, has attempted to explain the play of adults and to bring the play of children and the play of men into harmony with each other and at the same time into harmony with the laws of recreation and relaxation in general. The term "play," he says, may be applied to all those human activities which are free and spontaneous and which are pursued for their own sake alone. The interest in them is self-developing and they are not conducted under any internal or external compulsion. Play will thus include practically all the activities of children and the larger share of those of adults. There is a striking similarity between the plays of children and the sports of men, on the one hand, and the pursuits of primitive men on the other. This similarity is due to the fact that those mental powers upon which advancing civilization depends, especially voluntary and sustained attention, concentration, analysis and abstraction, are undeveloped in a child and subject to rapid fatigue in the adult. Hence, the child's activities and the play activities of the adult tend always to take the form of old pursuits. It is very evident in the case of the adult that there are some brain centers or some forms of cerebrum functioning that are put under severe strain in our modern strenuous life, and there must be some kind of activity which will relieve these centers during a considerable portion of each waking day and involve other centers not so subject to exhaustion. Such activities we call play or sport or relaxation. In seeking relief from

fatigue involved in sustained and voluntary attention and other elements essential to advancing civilization, we fall back upon the set of activities which no longer involve these processes but which, through ages of use, have become familiar and easy. The relaxation theory differs from the surplus energy theory in that the latter looks upon play as a kind of activity by which those who have excess energy can get rid of it, while the former considers it a way in which those who have exhausted their energy can recuperate. These two views, however, are not inconsistent. The brain can be rested while excess muscular energy is used up. The office worker, for example, can be tired mentally but eager for action physically.

The relaxation theory is primarily the theory of the play of adults and as such is of little value in solving problems in the play of children.

E. Joseph Lee

Joseph Lee has given his conception of play in the statement, "Play is growth under the supervision of the great achieving instincts, the chief of which are hunting, fighting, creating, rhythm, nurture, curiosity and team-play."

Play is the most serious thing in the child's life; hence it is of supreme importance. To the child his play is his life; it is purposeful and the heart of the play purpose is always an ideal. Through play the child becomes a creature not only of purpose but of those ideal purposes which have always governed and must govern human life. Play is also the life of the grown man, an expression of the active principle that sustains him.

Growth through play is simply an example of the general law of growth through action; it is growth through certain prescribed activities in which an essential part of nature's purpose is wrapped up. In man, as in all the higher animals, it embodies the forces that are to form the warp of existence, the major efficiencies which nature intends that he shall have. Play creates in man and in the higher animals what may be called a second nature, supplementary to the first and essential to its practical efficiency. Without it the gap between impulse and execution would remain unfilled or be filled in a less vitally effective way. The function of play in growth is to supplement the impulses which the major instincts give in general terms, by habits and reflexes, making them efficient to specific ends. (See *Play in Education*, by Joseph Lee.)

F. **George E. Johnson**

G. E. Johnson has outlined the structure-function-experience theory as follows: *

The explanation of play phenomena, as the explanation of animal behavior in general, must be sought first of all in organic structure and then in experience. Play activity varies as the structure of the animal varies; and just as variations in structure in the animal world have no bounds, so also the variations due to learning have no bounds.

The play of man—

1. Each individual human life begins in a single cell and evolves through essential forms to birth, then to maturity.
2. Every successive stage of individual human development is accompanied by change in organic structure and change in characteristic predispositions.
3. Some predispositions are inborn, some are acquired.
4. An inborn predisposition may be regarded as the tendency of an organism towards a particular type of *unlearned* response to a state or situation.

   Example: The tendency of a broody fowl to sit on a nest of eggs.
5. An inborn predisposition is conditioned not only by the general structure of the organism but also by the internal or physiological condition of the organism.

   Example: The absence of tendency of mature fowls not laying nor broody to sit on a nest of eggs.
6. An acquired predisposition is an inborn predisposition modified by experience. An acquired predisposition is conditioned not only by the general structure and internal or physiological condition of the organism (as in the case of inborn predispositions) but also by the changes in the organism due to experience.

   Example: Every normal child has an inborn predisposition towards movement of body and members. The peculiar way in which the child tends to creep is due to an acquired predisposition.
7. Inborn predispositions are not supplanted but are adapted in the process of forming acquired predispositions. The general

* See *Play and Recreation*—Outlines for Study. Publication No. 92, Children's Bureau, Washington, D. C.

type of original response and affective attitude persists but they may become associated through experience with any one of widely divergent situations.

Example: Locomotion by skating.

8. Play then may be explained as an activity in which the predispositions find free and harmonious expression; it is partly original and partly learned. The "play attitude," therefore, is the essential sign of the individual's degree of "integration" in the activity. Play and work differ only in the degree in which the predispositions find in them free and harmonious expression.

Thus explained, play is sometimes as truly serious, as truly concerned with achievement, as truly influenced by ulterior motives, as difficult and heroic in practice, as contributory to human progress, as amenable to education, as is work so commonly and inaccurately contrasted to it. Play is not merely an incident in life but rather the thread of the plot itself. Play should come to suggest to parents and educators a spirit or principle of motivation of life's activities—of pleasure, need, necessity even, and above all of duty—a principle of motivation that enriches all effort both in the process and in the product.

II. Play in Education

The theory that play has an important part in education has had a tremendous effect on the entire educational system, as well as on the play movement. And a consideration of the growth and development of the theories of play in education is basic.

Primitive man undoubtedly recognized the educational value of play. To many of the ancients, games were of great importance. The Greeks were the first great exponents of play in education. Plato urged state legislation in regard to games of children and advocated education by play and games. "Our children," he said, "must take part in all forms of play to become well conducted and virtuous citizens. The play of children has the mightiest influence in the maintenance of law."

From the early Greeks down to Froebel's time no definite system of education by play was followed, though many writers and educational authorities recognized its value in education, and not a few made use of it.

Quintillian advocated education by means of play and emphasized the value of approbation and consciousness of growth.

Fenelon advised instruction through play and discountenanced an unwise distinction between play and work.

Comenius said that play was the most important thing in the child's life and that the greatest service which parents could render their children was to encourage play. Play must be supervised, and joyousness is the lifespring of the child.

Locke lays great stress upon the art of making all that the children have to do sport and play. "A sound mind in a sound body" is a short but full description of a happy state. All play and diversions of children should be directed toward good and useful habits.

Rousseau said that the native tendencies of children were all good. Education should be through play. The child's play is purposeful. Play and work are identical to the child. The heart is the measure of learning.

Montaigne and Richter attached the greatest seriousness to the play of children.

Basedow, who founded the Philanthropinum in Germany, introduced recreational and physical activities into the regular curriculum and furnished a model for other schools which sprang up later.

In 1796 Guts Muths in Germany emphasized the recreative side of play, maintaining that the child desires to play and neglects his work, but that if this continues, the fault lies in education.

Froebel, like all the great educators but more vividly than any other, appreciated that education comes only through the immediate experience of life; that it is only as he is enlisted from the center out that any important effect upon the child takes place. Just as a muscle grows only through use, so of every organ and of every power even to the inmost soul.

Looking for the form and direction of the child's living, Froebel fixed upon play as the most authoritative indication. The kindergarten, to be sure, is not a playground. It is founded not only on the nature of the child but on the nature of society and the ideals which man has formed as to the ways in which his inherited nature can find its best expression. The playground which is the other half of education—the free exercise of the same impulses, reaching toward the same ideals, that are more definitely trained in school—owes to Froebel the foundation principle of all education—that life is won by living—and the belief in play as an indication of the great streams of life.

III. Play and Work

Play and work differ in the degree in which they are activities for which the individual is "biologically adapted, physiologically fitted and psychologically inclined."

One authority has said that when an activity is of itself attractive enough to make one want to do it, it is play. All real activities involve work; whether doing a particular thing is play or drudgery depends upon the mental attitude of the one doing it. The spirit of work never reaches its highest point until it becomes identical with the spirit of play, which is the joyous and self-forgetting enthusiasm in the pursuit of an occupation, in the accomplishment of a purpose or in the attainment of an ideal. It is this spirit which gives play its unequalled driving power and its superior value in education.

Play is not to be contrasted with work but with drudgery. Play and drudgery are the two ways of getting work done; the former by inspiration and the latter by compulsion. No great man ever accomplished his life work without having reached a play interest in it. Work is drudgery when it is too hard, carried on for too long hours in an uncongenial environment and under unpleasant supervision, when it is done under strain and worry, or is monotonous, and when the process is uninteresting and there is no interest in the result. Real work is not a denial but a fulfillment of the great play instincts. True work is the highest form of play, but it is the play element in work that is the most important.

Good work requires the spontaneous pleasurable interest which play has. The writer, the doctor, the merchant, who is fitted for his work and is successful in it, probably finds it no less play than he did the games of childhood, if he does not work too hard or long. Any sort of activity tends to become play for the individual under the same conditions that it has become play for the race—when skill in it is thoroughly acquired and reactions become subconscious so that it is done easily.

"Art which is really great," Dr. Luther Gulick has said, "has been done in the spirit of self-expression, which is also the spirit of play. Play does not mean the omission of difficulties or even of hard labor, but the joy of accomplishment permeates the work and makes it play. Happiness is not in the attainment but in the attaining."

Dr. Henry S. Curtis has said, "Most of the work of the world might as well be play as work. It depends entirely upon the spirit in which it is done. Perhaps the greatest service that play has to render life is to give it the play spirit in which to do its work."

IV. Differences between Play for Adults and Children's Play

Play for adults differs from the play of children in the fact that for the adult it is relaxation, the renewing of life. It also differs in that the adult "has greater abilities than the child in some directions and

smaller abilities in others; he has lost some of the instincts of childhood and gained others in their places; his aims are more complex and more remote; he has an aversion to vigorous, physical exertion for its own sake that the child does not know. The play of the adult sometimes takes the form of a hobby, such as fine cabinet-making or raising fancy stock or poultry or engaging in dramatics or literary work.

"It is in the activities used by adults to pass away their leisure time that the most aimless and languid types of play are seen. Lacking some of the enthusiasm and vigor of youth, and having to work several hours every day, the grown-up looks upon his spare time as an opportunity to rest and recuperate. With this in view, he is apt to prefer diversions which involve little aim or vigor." (*Theory of Organized Play,* Chapter IX.)

V. Fundamental Points of Agreement in Play Theories

While there is not yet full agreement on the meaning of play, and theories of play differ in their interpretation, there are a few fundamental points on which authorities are, for the most part, in accord. (These are outlined in *The Theory of Play*, by Bowen and Mitchell, Chapter IX.)

A. Play is activity; it is not idleness but is the contrast to it. It is not limited to any particular form of activity; it may be neuro-muscular, sensory, mental, or a combination of all three.

B. The value of play in education is due to its power to interest the player, absorb his attention and arouse him to enthusiastic and persistent activity. Education must be active rather than passive; it is what the child does for himself and not what someone does for him that educates him. To interest the child is a different thing from merely amusing him.

C. Whether an activity is play or not depends on the attitude of mind of the doer toward the thing he is doing—or, to state the same thing in other words, upon the motive that impels him to action. It follows that there is no particular activity that is always necessarily play; neither can an activity easily be mentioned that may not under some conditions be play. Some activities such as games and sports are usually play but we can never be sure that a given activity is play for a certain person unless we know his mental attitude toward it while he is actually engaged in it.

D. There is general accord that the play spirit is an attitude of mind, but there is not so full an agreement as to the nature of

this attitude. It is, however, coming to be agreed more and more that the essential characteristic of play is a satisfaction in the activity itself, derived either from its form, as in leaping, throwing or striking, or from its object, as in art, or most commonly from both.

A survey of the theory upon which people have tried to explain the origin of play throws into clear view the gradual progress that has taken place toward a more complete understanding of the subject. There is a great change from the idea that play is aimless use of excess energy to the latest ideas that play is a spiritual expression of the individual. The older traditional views are seen to have less value in comparison with the later and more complete theory based on the extensive studies of play in animals and man. Inherited instincts have a large part in play; an instinctive tendency to be active is the beginning of play and accounts for its persistence through life. A plentiful supply of energy influences play just as it influences all kinds of activity, for one uses more force when one has more to use. But surplus energy does not explain the origin of play nor any other activities. The theory of play based on instincts and inheritance gives it an importance in education vastly greater than was formerly attached to it. And the experience of recent years in school and playground experiments prove its educational significance.

(Note: Valuable source material for this section will be found in Chapter IX, *Theory of Organized Play,* by Bowen and Mitchell, in which the various play theories have been analyzed; in *Play and Education,* by Joseph Lee, and in *Play and Recreation—Outlines for Study,* Children's Bureau, Washington, D. C.)

(Note: A copy of *Wanted: A Theory of Child Play,* by George E. Johnson, containing a discussion of the various play theories, may be secured from the P. R. A. A. Price, 25 cents.)

QUESTIONS AND SUGGESTIONS FOR CHAPTER II

Section I

1. What is the place of the play impulse in child development?
2. How far do the so-called instincts determine the play life of the child?
3. Why is it important for the play leader to understand the changes which take place in organic structure? How do these changes affect play activities?
4. What are the play characteristics of the child up to the age of three? The mental and physical?
5. What apparatus and toys are best adapted to the needs of children from the ages four to six? What are the best games for this period?
6. At what period is interest in imitative and dramatic play strongest?
7. Suggest a program of activities for the child from seven to nine.
8. What characteristics mark the period from ten to twelve?
9. Why is the period of early adolescence of special importance?
10. What are the most popular forms of recreation for the adult? What is the general attitude toward active games and sports?
11. What are the forms of recreation best suited to the man who spends the greater part of his working hours in an office?
12. What type of recreation would you recommend for the factory worker who spends his day at a machine?
13. At what age does the play interest of boys and girls become widely different? What is the explanation for this?
14. How do the interests of boys and girls, of young men and women, differ?
15. What are the special needs in the play life of girls? What type of program will best fit her for her civic duties?
16. What are the primary play responses? The secondary?
17. What is the theory regarding the establishment of permanent interests?
18. What are the permanent interests? Through what activities in the recreation program may each be expressed?

One means of impressing upon the student the importance of play interests will be to ask them to list the play activities which they most enjoyed at various ages. Which made the greatest impression upon them? Which interests have persisted and are still finding expression in their leisure time life?

The students may also be asked to plan in detail programs for the various age groups.

Section II

1. Why is play important to the individual?
2. What contribution has the play movement to make to the community as a whole?
3. Why is a pageant or a community Christmas celebration of value to a community?

4. How far do the motor activities which play provides influence mental development?

5. What is the chief contribution of play to health?

6. What is the relation of motor activity to character development?

7. What are the social values of play? How may these best be developed through the recreation program?

8. What types of games and activities are best adapted to the development of character?

9. Can play activities *per se* develop character and desirable social traits?

10. Is it possible for play to teach dishonesty as well as honesty?

11. What is essential if character building and citizenship values are to result from play?

12. Is there a scientific basis for the statement that play is an antidote to juvenile delinquency?

13. On what principles is the theory based that play is a preventive of delinquency.

In bringing home to the students the value of play, it may be well to ask them to record their impressions after attending a social gathering of adults. What was the effect on those present after they had taken part in games? Was there a change in the general atmosphere? Did a greater degree of sociability result? What activities were especially effective in creating cordiality and good feeling?

The students may also be asked to observe a child at play—the type of play in which a child engages when alone; his attitude when playing with other children.

Do the students recall from their own experiences instances showing how play was helpful in developing social characteristics?

It may be made the special responsibility of certain of the students to gather together from newspapers and magazines material showing the value of play. Another group may be asked to secure information on studies of juvenile delinquency, such as the study made by the Cleveland Foundation, showing how play can effect delinquency. From newspaper accounts of boys and girls, young men and young women, arrested for delinquency and crimes of various kinds, the students may try to determine how far the delinquency was based on the desire for recreation and how the provision of wholesome play might have prevented wrong-doing. Such a case-method discussion should bring out many suggestions.

Section III

1. What is your own explanation of the fact that children play?

2. Why do adults play?

3. Why do adults engage in some of the activities children follow but not others?

4. What is the so-called "surplus energy" theory of play? What are the weaknesses of this theory?

5. How does Groos account for play? What limitations are there to Groos' theory?

6. How does the racial-memory or recapitulation theory of G. Stanley Hall explain play? How is it in accord with the instinct theory of Groos? How does it differ? Is it true that play never pictures anything racially new?

7. Has the theory of relaxation, as stated by Professor Patrick, any value in explaining the play of children? How does it account for the play of adults?

8. How does Joseph Lee's theory of play differ from that of Groos?

9. How far has George E. Johnson in his structure-function theory incorporated the fundamental principles set forth in the other theories?

10. What are the main points in the explanation of play on which there is general accord?

11. When does work partake of the spirit of play? How do work and play differ?

A discussion of play theories has little significance to the students unless their application to the practical program can be made vital. What are the activities which seem to offer proof for the recapitulation theory? What hunting and fighting games apparently demonstrate the instinct theory? Why is apparatus play so attractive to the child? A discussion of practical questions of this kind, possibly in the form of a debate, would help make the presentation of theories more interesting.

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CHAPTER III

LEADERSHIP

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WHY TEACH PLAY? Joseph Lee

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TRAINING FOR RECREATION LEADERSHIP

CHAPTER III

LEADERSHIP

Section I

WHY TEACH PLAY?

Joseph Lee

Is it necessary to teach children to play? Little children chase and wrestle and roll over each other as instinctively as kittens or young puppies. They build houses, play dolls and ring games and later ball and tennis just as naturally. What, then, is the need of teaching?

Perhaps you remember that when you were a child yourself you and your brothers and sisters played very contentedly in the nursery and later in the backyard and in the neighbor's field without anybody to show you how to play. You managed your own games and invented some of them and were not taught according to some grown-up person's notions. And you are glad of it. Why should not the children of the present day be let alone to manage their own affairs and find out things for themselves?

Freedom the Purpose of Play Leadership

These questions are extremely pertinent and the point of view they represent includes a fundamentally important truth. Children should be a great deal let alone. Whatever else happens to them, they should be allowed, within wide limits, to manage their own affairs. Indeed, the most important object of play teaching and supervision and of the provision of opportunities for play is that they may be free to do so.

How can teaching and supervision lead to freedom?

Suppose some children are chasing and wrestling and rolling over each other in the street and an automobile comes along. Might not that situation be improved? Your own play that you look back upon as so successful was play with blocks and dolls and sand and bats and

balls you used, but did you make your first doll or your first blocks, or the bats and balls you used? And did you choose the site of your home, provide the backyard or the neighbor's field, or arrange that there should be sand to play with? Did you invent baseball or were you taught by some one? Were you the inventor of the language and how far would you have got in games if you had never learned to speak? As George E. Johnson has well said, children inherit the play instincts as all men inherit the religious instinct, but they do not inherit baseball any more than they inherit the Lord's Prayer.

Even grown people would not willingly abandon golf and bridge or the art and literature and drama already existing in the world and work out their own games, their own arts and their own language themselves. Nor do they find this heritage is cramping to their own initiative. As for supervision, we have none of us outgrown a certain dependence on the police.

And even though we were ourselves supplied with playthings and a good place to play in, were there not some periods—not merely days and hours but even weeks and months—when we were bored, when nothing happened or when we got into mischief more or worse than was wholly good for us? Was there no persistent bullying, setting upon the weakest and teasing him? Even in our better inspired moments did we always get the full power and exhilaration of the game?

We are entirely right in feeling that what a child needs in play is freedom. Our desire to let him alone proceeds from a true instinct that it is the child who is doing the playing and that if the play does not proceed from him, it is not play at all. Grown-up interference may easily do more harm than good. It may indeed do infinitely more. But so may an entire lack of teaching.

Play Has Always Been Taught

It is well to remember that the separation of play from teaching would be a revolutionary innovation. It has never yet been so in all the world. From the child's first game of peekaboo in his mother's lap to the last admonition of the coach before the race that follows graduation, his play has been largely instigated and taught by other people. And it was so before the dawn of history. It was so with the religious songs and dances, the games of war and hunting, of the tribe. It was so in the wolf pack, in the dames' school which the cat provided for her kittens, in the mother's teaching of the young birds to fly, for a million years before man appeared upon the planet.

And man above all others is the learning animal. The imitative

instinct of children, their desire to copy and emulate their elders, their irrepressible tendency to ask questions, are evidence upon this point. Probably the biological reason why play exists is for the very purpose that man's inheritance may be partly social and therefore cumulative. It is as the learning animal that he has survived.

Play leadership serves two purposes; that the child may be free to play and that his expression of the play instincts may assume such forms as may free him not only as an individual but as a social being. It is to help him secure this freedom—to develop the inner resources which as the child reaches adult age make for joy and richness in living—that play is taught and leaders are trained in the art of play leadership.

What Must the Play Leader Know?

To be a good play leader a person, besides satisfying other requirements, must understand three things: What the child is trying to do, what he is really doing and how to help him to the best advantage.

What Is Play to the Child?

Unless you understand the child's purpose you cannot help him in attaining it or intelligently modify his efforts. If a little girl is taking her doll to walk and saying to her, "See the pretty flower. No, dear, Mama cannot let you pick the pretty flower because it belongs to grandma," it is of no use to offer her instruction on the different kinds of flowers, their growth and structure, on property rights or the beneficial effects of exercise. The little girl is not then seeking for these things. Her purpose is to feel herself a mother by fulfilling in imagination what she knows of motherhood, not to study its technical details. And, besides, she cannot interrupt her daughter's lesson to listen to a scientific dissertation. The only way that you can be of use is by entering into the spirit of the impersonation—by commenting on Dorothea's growth or asking where she got her such a pretty dress or, better still, by not doing anything at all—an artist should not be interrupted in his work. And if a boy aged four is building a castle out of blocks, there is no use in demonstrating to him the correct principles of architecture. You can easily shatter the castle, invisible to you, that he is building, but your architectural essay he cannot receive. Later he will be hungry for just that sort of instruction but you must wait for him. And if you do succeed in shortening by a little his age of fairy land and fable and so nipping the bud of his imagination, it is not a service that he should be thankful for.

As you read the preceding paragraph, you perhaps remembered how some grown people made you sick by talking about castles and fairy palaces and treating you as if you were three years old when in reality you were almost eight. Yes, they surely did, for this matter of timely understanding works both ways. A particular form of interference may come too early or it may come too late. That is precisely why a study of the play purposes of children and of the ages at which each purpose usually appears is of importance.

It is true that no study and no teaching which anybody can give will take the place of native intuition into the mind and feelings of the child. But if the teaching is founded on the intuition and experience of the great teachers that have gone before, it may be a help. For there exists, in general outline, a child universal, to whom at different stages of their development all actual children more or less approach. If it were not so, there could be no science and no art of education.

What Is the Effect on the Child?

The following questions may suggest why it is important to know something not only of what play is to the child but what it is doing with him.

A child is playing peekaboo in its mother's lap. A boy is trying to beat the ball to first. A halfback hears his signal for a touchdown. What powers are being developed in these cases? Is the question in any of them mainly of physical development? Would the same motions made in a gymnastic exercise have produced the same effect?

Would the same motions in the latter case be carried out in the same spirit? Would they result in less or more fatigue per unit of force expended? Would they provide the same mental and emotional effects? Would they without an impossible amount of supervision be carried out at all?

Does the mother play strengthen the emotional relation between the mother and the child? Does it have a favorable physical effect apart from that of the muscular exercise involved? Do infant asylums afford any evidence on this point?

Does baseball develop the fighting spirit except as expressed in baseball? Does it develop any general power to act intensely toward an immediate purpose? Has it any other moral effect?

Does football develop the power of self-devotion? Does it establish any habit or facility in reproducing a certain state of mind—what might be called a technique of throwing one's self into a given purpose? Do the words "play the game" carry a meaning applicable outside of games?

What was the use of the war dance, of the religious dance, of the Greek drama? What is the use of the Hermes, the Parthenon, or the Fifth Symphony?

Might not investigation, aided by imagination, some time mark the play experiences of children so that they could be recognized in their later incarnations just as birds are banded by the Audubon people so that they can be recognized on their return next summer from Brazil?

What is play for, anyway? What does it do from nature's point of view—what effect does it have that is of sufficient importance to account for her having introduced it in man and among the higher animals? What is its survival value?

How Can You Help Him Work Out His Purpose?

Skill in the practical handling of games and play is essential to making all your other knowledge effective. It must include, first, a thorough understanding of the popular games and of new ones that might be popular. You cannot command respect for five minutes on the ball field if you do not know baseball. No possible appreciation of the power of music will help unless you can teach the child to sing.

And you must not only know what the games are, but have an appreciation of what they might be, understand their possibilities, their dangers and their ordinary faults. It is important to think about the result a particular game will show in after-life. In the games of younger children, especially, the current tradition is often blundering —tending to keep one child "it" all the afternoon, prolific of disputes, or making it impossible to win. You must, in such cases, so understand the point of the game as to be able to improve upon it.

Secondly, you must understand the indirect results and wider influences of the different forms of play. Some day your group of boys will squabble all the afternoon about whether Pete was out at first or who shall umpire. When such dispute arises, it is very easy to settle it yourself. It is more difficult but vastly important to size up your boys and judge how near they may be to learning from their own experience—the only way in which such lessons can be learned—the eternal lesson of freedom under law and to applying this lesson voluntarily for themselves. The whole afternoon, even a whole week, of squabbling will not be a high price to pay if in that time they have covered the ground which their ancestors in the prairie schooner of pioneer experiment took a few hundred centuries to travel.

There is a technique of suggestion and of letting alone. And it is a technique which an effective playground leader will have mastered.

There are infinite possibilities of good and also of evil, in our children's play. Within it lie all the possibilities of growth. It is in play more than anywhere else that the soldier, explorer, artist, comrade qualities are developed. And it is in play that many of the least desirable qualities are brought out.

Our national game, which teaches the great lessons of courage, persistence, loyalty, instant and clear-headed action under stress, can also teach unfairness, cheating, the principle of anything to win and the great American vice of getting by. It is of importance to the future of our country, as affecting its moral fibre and its fitness to lead the nations in democracy, that a game by which the ideals of the successive generations of its citizens are so largely moulded shall be purged of this ignoble fault. It is to the supervisor on our American playgrounds that the public interest in this matter and in other vital issues involved in children's play is increasingly to be entrusted.

And always insight, always the invisible, not what his arms and legs are doing but what is going on inside, is the important thing. Not mere photographic observation but insight into the passion, the purpose, the state of mind, is what is needed. It is not a mechanical toy or a set of physical motions that you are dealing with but the budding of a human life, and all life is from within.

Section II

THE IMPORTANCE OF LEADERSHIP

The success of the community recreation movement depends on leadership. No recreation program can be effective, no fundamental values can be realized without adequate, trained, paid leadership to help plan and administer the program, and without volunteer leadership in the form of groups of citizens who stand back of the paid leader and who help in the development of the program. Leadership is more important than equipment and facilities; without it the values of play for character building and for citizenship are lost.

I. Leadership for Children

Joseph Lee has pointed out the necessity for teaching children to play. (See Section I). Even in rural districts with fields, streams and all the delights of out-of-doors, with its unlimited possibility for the expression of the play instinct, children may be seen standing around doing nothing. Play leadership is necessary to teach children cooperation and team play and the great fundamental lessons of human relationship. Police courts are full of cases of misdirected energy, misplaced loyalty and unbridled competition which, rightly expressed, would mean much to the world. Through play boys learn best the lesson of how to bear defeat and temper victory and how to form and sustain the social means of enforcing order.

To get from an activity real values, leadership is essential. It is the element which makes self-expression possible for those who do not have initiative and who would remain in the background except for the leadership which can bring into the program not only the skilled but those who particularly need the benefits of wholesome, health-producing, character-forming play.

Experience has shown that without leadership playgrounds and recreation facilities are liabilities rather than assets, and that the best equipped grounds are unused if there is no leadership to vitalize them. Without trained leadership the playground often becomes the gathering place of idlers, sometimes degenerating into a place where immorality is taught, vandalism occurs and damage is done public prop-

erty. With intelligent leadership, the playground becomes a constructive influence—the place where ideals of fair play and citizenship are instilled, and adds infinitely to the joy of life for the child.

II. Leadership for Adults

Leadership is as important for adults as for children, and without it the social values of play are lost. Leadership for adults involves greater problems, in many respects, than does leadership for children. It is more difficult to get adults playing together. The field of adult recreation has never until recent years been developed, as has that of play for children, and adults are handicapped by a feeling of self-consciousness, of false dignity and by lack of practice in play. Moreover, adults are inclined to limit their leisure time activities to passive forms of recreation, and leadership is essential in developing the kind of program which will mean active participation and a well-rounded program which will allow freedom of choice and a wide range in activities.

There is need for recreation opportunities to bring young people together in groups in a well-rounded program which will develop wholesome comradeship. At first, young people come to such gatherings merely for the joy of companionship and the pleasure in activities. Later such comradeship, if wisely directed, will find expression in service to the neighborhood and the community and in citizenship. If right ideals of companionship have not been instilled from early childhood, recreation leaders have a great deal to overcome. The recreation leader in adult recreation who has the spirit of play, who can discover the main interests of the individual and tie them up with his recreational life, and who can put himself in the background and develop leadership in others is a prime necessity in adult recreation.

III. Freedom in Play through Leadership

Leadership, as Joseph Lee has shown, is the element which makes possible real freedom in play. Control can be developed without loss of the sense of freedom, and it is the only way in which freedom can be maintained. It does not make for a decrease in personal freedom or initiative to participate in group games. Wise leadership leaves the child free to develop all that is within him—to liberate the powers of self-expression which are growth and life. It shows the way and safeguards the child in his development. Play can be taught without destroying its spontaneity; it can be subjected to leadership without loss of the play spirit.

There is real freedom on the playground, Dr. Luther Gulick has pointed out, because the child must either play by the rules or be shut out by his playmates or those in charge. While there must be authority in control, there must be an opportunity in the life of the child for the development of those qualities which are developed only under conditions of freedom. If a boy does not play ball in the way accepted by his playmates, he can get out; he is free; hence, if he stays, in controlling his temper and playing according to the fair ideals of his playmates, there is a kind of control developed which is not exercised in other institutions. That freedom from which self-control comes is one of the best gifts of play to our civilization.

SECTION III

THE RECREATION WORKER

I. The Employed Worker

A. The Responsibility and Opportunity of the Recreation Worker

The play center, whether a playground, recreation building, school social center or other meeting place, must provide the opportunity for satisfying in the best possible way the impulse for play in children and adults. It is a laboratory of opportunity for the recreation worker whose responsibility it is to lead and direct activities according to the best standards known.

However skilled a recreation worker may be in the conduct of athletics, games and recreation activities; however highly developed his technique, without an appreciation of the social ends for which he is working and of the importance of his relationship to the children and adults of the neighborhood in which his activities lie, he cannot be successful as a community recreation worker.

In all their activities on the playground and at play centers boys and girls are forming habits which affect character. The recreation director has unlimited opportunity to help in the formation of right habits and in training for citizenship. The children will learn their spirit and method of play largely from him. He is setting an example at a time when children are most imitative and susceptible to influence. It lies with him to determine the type of influence which he will exert.

What, then, should be the personal qualifications and the educational and cultural background of the worker to whom is entrusted the task of directing the play life of children and adults?

B. General Qualifications of the Recreation Worker

There are certain generalizations which may be made about the qualifications and educational requirements of every worker, whatever the position he may occupy. Certain it is that the community recreation field has no place for the inactive, worn-out

individual. A good physique and a store of enthusiasm, energy and initiative are essential requirements. There must be sound bodily strength, ability to endure physical and nervous strain and health which will permit of hard, continuous work.

It is equally true that all recreation workers must have the social viewpoint and broad vision, community mindedness and ability to work with people of all kinds and to inspire confidence. No person who is lacking in an appreciation of the social service to be rendered or in high ethical and moral standards should be accepted as a recreation worker. Personality, an attractive manner, the ability to meet people easily, a democratic spirit and a deep-rooted belief in "folks" are of vital importance. Executive ability, good judgment, perseverance, devotion and tact are essential. A real play leader is one who can anticipate and meet an individual's desire for self-expression. To do this he must have a very definite knowledge of activities and organization.

C. Educational Background

A broad educational background is desirable for recreation workers. A general knowledge of psychology, sociology, child nature, vocational guidance, literature, civics and pedagogy is valuable for all entering the field. A cultural background of music and drama is also a valuable asset. A worker's knowledge and appreciation of music, drama and art reflected in his planning makes for a broader and more expressive program.

D. Classification and Duties of the Workers

No hard and fast standards have been set up regarding the classification of recreation workers and the terminology used. The recreation executive in charge of the work, especially in a municipal recreation system, is usually known as the superintendent of recreation, though this term does not fully express the statesmanlike requirements of the position or the functions which such an executive must exercise. Other titles generally in use in describing other members of the recreation staff are the director of a play and recreation center, the play leader and the supervisors of special activities.

1. The Recreation Executive

The recreation executive is the social engineer, the statesman who is responsible for the leisure time life of the community in which he is working. Such an executive should be

selected for his wide intellectual grasp of the social and educational functions and possibilities of play, for his ability as an organizer and administrator and for his power and skill in dealing with people and with community groups. He must be a person who has the power to develop the rare art of keeping people in action; who does not impose opinion and program on a community, but who stimulates the community to formulate its own desires and meet its own needs; who sees beyond his own field of work and has an appreciation of the problems in other fields and the contribution which other groups are making.

The nature of the duties of the recreation executive presupposes training and experience in conducting activities and administering recreation work. His educational background must be broad, and he should have had, if possible, a college training in addition to special training in the recreation field. The training needed to develop superintendents of recreation requires courses which will give a knowledge of the nature of the child and of the characteristics of various stages of growth, a knowledge of present-day social conditions and of fundamentals of public and personal hygiene, and a broad conception of the community aspects of the recreation movement.

While it is desirable that the recreation executive shall, if possible, have had a college education or its equivalent, it is unwise to make this a hard and fast requirement. There are men and women whose native gifts and abilities are such that without the educational background which a college or special training school provides they are able, with marked success, to organize and administer recreation systems.

The duties of the recreation executive in charge of the work include the organization and administration of the recreation system; the selection, training and direction of employed play leaders; the purchasing and installing of apparatus and the laying out of playgrounds; the planning of buildings for recreation purposes and the securing of the use of school buildings and special buildings for use as community or neighborhood centers; the organization of neighborhood groups and cooperation with all community organizations and the encouragement and development of general recreation in the community and throughout community institutions of all

kinds. It is his task to see that holidays and special days are appropriately celebrated; that dramatics are developed; that community singing, orchestras and bands are organized; that athletic badge tests, constructive play, hiking, ice skating, winter sports, swimming opportunities and summer camps are given important places in the program; that new Americans are welcomed and helped to become a part of the community. The superintendent of recreation has the task of interpreting to the public through addresses, conferences and play demonstrations the recreation work and needs of the community. On him falls the task of utilizing all the spare time available, through training volunteers to conduct recreation and vitalize the programs of local groups through the introduction of recreation, music and drama, and to help in all phases of the movement. Finally, the recreation executive should be able to build up a group of volunteers back of the municipal work who will feel a responsibility for the whole movement.

In some municipal systems there is an assistant superintendent of recreation, who shares the work of the executive. His responsibilities are such as to make it important for him to have had experience and training similar in a large degree to that of the recreation executive.

2. **The Playground Director**

This term is usually applied to the worker in charge of an individual playground. The director must have administrative ability and be a sympathetic and resourceful leader of children and adults. On independent playgrounds, especially in small communities, he must do everything from planning and equipping the grounds to giving detailed instructions in games and activities. He must know how to organize athletics and to give first aid. Upon him falls the duty of the general care of the playground and supervision of other workers on the ground. He has direction and control of conduct and the responsibility of creating a spirit of loyalty and voluntary obedience to the rules of the game. He must also have knowledge of recreation for adults so that, through the evening use of playgrounds, he may serve the whole community.

It is desirable for playground directors to have had at least two years above the high school in a state normal school or a normal school of physical education or a college.

3. **The Director of a Recreation Center**
The director of a recreation center, sometimes known as principal, bears the same relation to the center as the playground director to the playground. The work at the social center, however, is directly with the adult. The director must, therefore, have a practical knowledge of social recreation and activities for adult groups and must understand group psychology and the importance of musical and dramatic activities and other expressions of art life. It is most important for him to know the fundamentals of community organization so that he may extend his activities into the neighborhood and effect some kind of organization which will mean the participation in the program of the people of the neighborhood. The training and educational background of a recreation center worker must be broad and the social viewpoint is vital to a worker who touches neighborhood life as intimately as does the recreation center director.

4. **Play Leaders and Assistants**
Play leaders and assistants guide the children in their play activities, lead games and help in the conduct of the work. The play leader touches closely the life of the individual child and has, therefore, an important part to play. He should have much the same educational advantages as the director, for he is continuously in training for a directorship and for assuming further responsibility.

5. **Supervisors of Special Activities**
With the growth during the past few years of interest in special activities has come an increase in the number of specialists and in types of activities. These workers are in charge of the development of special activities on a number of playgrounds and community centers or in the neighborhoods. As yet there is no large number of cities whose budgets and work permit of a staff of specialists, but a few cities are employing some of the following:
   a. *The Music Specialist.*—With the emphasis on music and art activities more cities are introducing music specialists, not only to conduct activities at the playgrounds and social centers such as the organization of glee clubs and orchestras, but to conduct community sings and to organize community choruses and community-wide music groups.

b. *The Drama Specialist.*—Similarly, in the dramatic field workers are being employed to give full time to dramatic play on the playground, to the organization of festivals and pageants and the organization of dramatic clubs in the community. The arranging of special day and holiday celebrations for the community as a whole is a very important part of the duties of such a worker.

c. *The Specialist in Neighborhood Work.*—The importance of neighborhood organization for the recreation program is coming to be recognized as of such fundamental importance that a number of cities are employing special workers to help neighborhood groups in working out their plans.

d. *The Handcraft Specialist,* who teaches woodwork, basketry, sewing, toy-making, kite and lantern-making, flower-making and similar activities. With the greatly increased emphasis on handwork, there is need for a well-trained, ingenious teacher.

e. *The Specialist in Storytelling,* who tells stories on the playground and in the neighborhood.

f. *The Folk Dance Specialist,* who goes from playground to playground teaching folk dancing and arranging folk dance festivals.

g. *The Athletic Supervisor,* who organizes athletics on the playground and among churches, industries and other community groups.

h. *Industrial Recreation Specialists.*—In some large systems special workers are detailed to work with the factories organizing industrial leagues and conducting noon-time singing and activities.

i. *The Supervisor of Summer Playgrounds.*—This term is sometimes applied to the worker in general charge of a number of summer centers. He must have executive ability, a broad knowledge of games and activities of all kinds and of physical equipment in order that he may be able to supervise the work of his directors on the individual playground.

j. *Supervisor of Girls' Work.*—An increasing number of recreation directors are attaching to their staffs women workers who organize and take charge of girls' clubs, athletics and other activities for girls. Such workers are often placed in charge of social clubs for young men and women.

With all the specialists a large part of the task is the training and helping of the regular paid and volunteer recreation leaders in games, music, drama and other phases of the community recreation program. The first thought of the specialist is to multiply himself through training others. By developing leadership these workers are making it possible to draw many community groups into the program and to conduct a non-institutional type of work which means taking activities out into the neighborhood and helping neighborhood organizations to function more adequately.

E. The Employed Recreation Worker and Civil Service

In a number of states existing laws require that recreation workers shall be employed and shall hold their positions under Civil Service. While this plan has certain advantages, a number of recreation officials and community leaders have felt that it might be safeguarded and strengthened by a closer cooperation between Civil Service authorities and recreation officials in the interests of higher standards. It has been urged that a higher type of leadership could be brought about through the abolition of local residence requirements, giving the opportunity to secure workers from outside the city, through the placing of greater emphasis upon personality, character and educational requirements, through insistence on a probationary period of from three to six months and an automatic cancelling of the waiting eligibility list after a year, through adequate salary standards and through an impartial selection of the members making up the Civil Service Commission.

II. The Volunteer in Community Recreation

A. The Individual

Until recent years there has been little appreciation of the service which the volunteer can render in connection with the community recreation program. Recently the emphasis on the organization of volunteer groups through Community Service and other agencies has focused attention upon the part which the volunteer can play in both the organization and administration of community recreation, as a member of the governing body in charge of the work or as a leader in activities. Very often a volunteer may not be interested in the general program but will find special features such as music or dramatics in which he is

well qualified to help. There may, too, be art enthusiasts or people who have travelled extensively, who will have much to contribute to the cultural side of the program. The community recreation executive and governing board ought always to be on the lookout for people with special interests and qualifications who can enrich the program along particular lines.

B. **The Municipal Recreation Commission or Board or Private Association**

The recreation commission or board, the public body or the private community group in charge of the administration of the program is an exceedingly important factor, because this group is responsible in the last analysis for the conduct of the work, its extension and development. In cities having municipal recreation commissions or boards the duties are usually prescribed by law. Such bodies, which are generally made up of five members appointed by the Mayor and serving without compensation for varying terms, have the power to equip, operate and maintain playgrounds, indoor recreation centers and other recreation facilities, employ workers and take all the steps necessary to the administration of the work.

The governing body should have regular meetings to conduct business, plan for the work and receive the reports of the recreation executive. Members of the group should be thoroughly informed regarding the work and have a very real interest in it. If the program is to be successful, there must be a thoroughly sympathetic relationship between the recreation executive and the body to which he is responsible. Joint planning and cooperative action are essential.

A number of recreation executives have adopted the plan of sending each member of the board a few days before the meeting a statement of the principal events of the past month and an outline of the matters to be brought up for discussion at the meeting. In this way their interest is maintained and they are kept informed of progress.

SECTION IV

TRAINING FOR RECREATION LEADERSHIP

The great need in the recreation field to-day is for trained leadership, both in the ranks of employed workers and of volunteers. Courses in various phases of recreational leadership are being given in a number of colleges, normal schools and other educational institutions and at schools of physical education, of drama and other special schools. There is, however, an inadequate number of centers for training people for all-round leadership and for fitting them to assume positions of responsibility, and the demand for trained workers is far in excess of the supply.

I. Institutes as a Form of Training

To meet the immediate need for workers with some training in the leisure time field there has been a rapid development during the past few years in short-time institutes designed to arouse the interest of the volunteer in particular in the community recreation program and to give him the background, information and training which will help him in participating in the community recreation program. At the present time the interest in training courses of this kind gives promise of further development within the next few years.

A. Institutes for Volunteers

There are several types of institutes being offered for volunteers:

1. The General Institute

The purpose of this type of institute is to give a general background of information on the leisure time field and to arouse the interest of community leaders in the organization or expansion of the community recreation program. Among the topics taken up at the general recreation institute are the value of the community-wide program to the individual and the community, the activities entering into it, forms of administration and local needs and how to meet them. Such special phases of the community-wide program as community music and drama, holiday celebrations, the use of schools as neigh-

borhood recreation centers and recreation for adults are outlined and stressed. There are game demonstrations and exhibits of various kinds which will help impress upon the volunteer the meaning and scope of the movement and what its application involves.

2. **The Institute for Specialized Training**

One of the fundamental tasks of the recreation executive is the discovery of volunteers with special interests, whose services can be enlisted for the enrichment of the program along the lines of music, drama and social recreation. Many volunteers, as well as employed workers, are receiving training in short-time institutes which will help equip them to conduct community sings, tell stories on the playgrounds or neighborhood centers, produce plays or direct games for community groups of all kinds. It is only through such multiplication of leadership that it is possible to do the effective neighborhood work which must be the basis of the community-wide program.

Institutes vary in length; some of them are held once or twice a week over a period of time varying from three or four days to a week. In these institutes theory and practice are combined, and demonstrations and practice in games or song leading are an important part of the program. Local employed workers and volunteers who are recognized specialists in definite features of the program are brought in to serve on the faculty.

In preparing for an institute there should be a committee, which may have sub-committees for special features, to arrange for the set-up of the institute, the securing of a meeting place and necessary materials and exhibits, to give publicity, arrange the program, secure the teachers and the students and to attend to all of the details. Good publicity is essential through newspapers, clubs, churches and other community groups.

a. *The Community Drama Institute*

The purpose of the drama institute is to create something which will be permanent in the community in the way of organized groups to carry on the work and to develop latent talent. To this end courses are designed to give a working knowledge of play production, scenery, lighting,

costuming and of the organization of dramatic groups. Information is given on the planning and production of pageants and the arranging of neighborhood and community-wide celebrations.

The drama institute is usually conducted according to the practical work-shop method. Through it the technique of securing artistic effects in scenery, costuming and lighting is taught by practice rather than theory, and at the end of the course one-act plays are usually given which help meet the expenses of the institute.

Because of the increasing interest in religious drama, special institutes for church workers have been held in a number of cities. The responsibility for the training of storytellers has also been undertaken in several cities through the community drama institute.

b. *The Community Music Institute*

The program of community music institutes includes a presentation of the values of community music; the various forms which it may take, such as community choruses, glee clubs and orchestras; the value of music in an industrial recreation program and as a citizenship medium; the organization of a permanent community music program and similar topics.

The rapidly growing demand for trained volunteer song leaders to conduct singing for community groups has made it necessary to devote the principal part of the course to definite training in the technique of song leading and to choruses. (See handbook on *Community Music* published by the Playground and Recreation Association of America.)

c. *Game and Social Recreation Institutes*

The game institute consists primarily of instruction in the playing of games, though some theory is introduced in the discussion of game values and classifications, activities for various age groups, principles involved in game leading and in building-up programs and similar topics. The chief emphasis is usually on demonstration periods with active participation on the part of students in the various types of games and activities which make up a program—the rhythmic and dramatic games for children, team games of

various kinds, social games and activities, active and quiet games, folk games and others. Group singing is usually introduced at each session.

It is through such institutes as have been outlined that leadership is multiplied, neighborhood groups are reached and the opportunity for increased participation is offered.

It has been found in some cities that the organization of the volunteer game leaders who have attended the institutes into a club which is closely tied up with the central community recreation body is helpful in maintaining interest and promoting wider service among community groups.

B. Training of Employed Workers

1. Institutes and Training Courses

Institutes are by no means limited to volunteers, and many employed workers in fields of work touching that of the leisure time movement are attending the institutes designed primarily for volunteers. Short-time, intensive courses are often used in training prospective employed workers or those who have entered the service for whom additional training is necessary. Such institutes are similar in many ways to those conducted for volunteers.

They are necessarily practical and technical in their scope, stressing as they do the use of apparatus, problems of discipline, the administration of athletics, instruction in folk dancing and in the many activities of the recreation program.

The training school for Recreation Leaders maintained by the Playground Athletic League of Baltimore is designed to cover the need of the organization for leaders in the various departments of its work, playgrounds, athletics and recreation, or play for the child, youth and adult. They also give opportunity for special training to teachers, institutional workers, Girl Scout captains, Camp Fire Girl guardians and similar groups. The courses for 1924-1925 are as follows:

Playground.—For leaders of children under 10 years of age. This course extends over a period of two years.

Junior Class.—Thirty periods of study. October 1st to June 1st; three hours weekly, Saturdays, 9 to 12 A.M.

Theory	5 hours
Playground technique	5 hours
Handcraft activities	15 hours
Kindergarten games	10 hours
Folk dances	10 hours
Storytelling	15 hours
Dramatization	5 hours
Health	10 hours
Music	5 hours
Games	10 hours
Total	90 hours

Twelve periods of practice and observation on field, these periods to be arranged.

Fifty-two periods of assistantship, July and August, 3 hours daily, morning, afternoon or evening.

Senior Class.—Thirty periods of study, October 1st to June 1st; 3 hours weekly, Saturdays, 9 to 12 A.M.

Theory	10 hours
Constructive play	15 hours
Kindergarten games	10 hours
Folk dances	10 hours
Storytelling	10 hours
Dramatization	10 hours
Health	10 hours
Music	5 hours
Games	10 hours
Total	90 hours

Lectures.—Five lectures will be scheduled through the year, to be announced. Attendance is required both by Juniors and Seniors.

Diplomas are awarded to students.

Graduates are eligible for positions as Play Leaders and will be given positions according to ability, whenever vacancies occur.

Graduate Class.—Twenty periods of study, November 1st to May 1st; periods to be arranged. This class to be arranged according to registration.

Athletic.—For Assistant Leaders of adolescents over 14 years of age. Twenty-five periods of theory, October 1st to May 1st, Monday, 7:30 to 8:30 P.M. Twenty-five periods of practice, October 1st to May 1st, Monday, 8:30 to 10:00 P.M.

For leaders of children over 10 years of age: Twenty-five periods of practice, October 1st to May 1st, Saturday, 9:30 to 11:00 A.M.

The requirements are as follows:

For Playground Course

Junior Class

Three years High School or its equivalent
Eighteen years of age
Physical fitness

Senior Class

Those completing the Junior year with credits are eligible for this course.

Graduate Class

Those having received diplomas are eligible for this course.

For Athletic Course

Entry for these classes is as follows:

A. Class, for Assistant Leaders of adolescents, is open to advanced students of the evening recreation centers of the Playground Athletic League, and to special students whose former training is judged its equivalent.

B. Class, for Leaders of children over 10 years of age, is a normal training class open to advanced workers of the Playground Athletic League.

2. **Conferences and Staff Meetings**

Municipal recreation departments have long followed the plan of holding weekly conferences for their employed workers to discuss programs and plans and to work out mutual problems. Such conferences, which are invaluable in the training of recreation workers, provide the opportunity to keep before the worker the objectives toward which the department is working, the responsibility of the individual worker, his relationship to the program and the neighborhood in which he is

working and the scope of the entire movement throughout the country.

In a midwestern city, in addition to the weekly staff meetings and round table discussions at which an opportunity is given the directors to express themselves unreservedly, trimonthly examinations are held. Questions relating to the conduct of the playgrounds are answered by each director who gives himself a certain grade, 10 points representing a perfect examination. At the end of the season the directors are asked to submit recommendations for the conduct of the playground during the following year.

The training of recreation workers, whether employed or volunteer, is a continuous process. Institutes, conference, round table discussions —all methods which increase the knowledge of a worker in the activities he is conducting, which stimulate his interest and give him a broader outlook, are invaluable to the functioning of the local work and the enrichment of the program.

(See Appendix C for some practical suggestions for the recreation worker.)

QUESTIONS AND SUGGESTIONS FOR CHAPTER III

1. What is the purpose of play leadership and in what lies its importance?

2. How do you harmonize the seeming contradiction in the terms "play leadership" and "freedom in play"?

3. What does leadership do for the child? For the adult?

4. What constitute the leadership elements in a community?

5. What should be the qualifications of a good play leader? Describe a person who in your estimation measures up to the requirements?

6. What are the duties and responsibilities of the recreation executive? Describe his position in relation to that of the superintendent of schools? What is your conception of the importance of the position?

7. In your estimation, should the position of recreation executive be subject to civil service appointment? What are the advantages of civil service as related to recreation work? What the disadvantages?

8. What does the playground director do? Compare his duties and responsibilities with those of the director of a neighborhood recreation center.

9. Why does the play leader occupy so strategic a place?

10. Under what conditions may a municipal recreation system or a program conducted by a private group include in its staff supervisors of special activities? What is the present-day tendency in regard to the employment of such specialists? Which specialists, in your opinion, should be employed in a situation in which funds are limited and not more than two specialists may be engaged?

11. What is the place of the volunteer in the community recreation program? How can his contribution be made to count most? What types of activities can he conduct most successfully?

12. What should be the relation of the recreation executive to his recreation commission or governing board. How can the executive keep the board interested and secure a maximum of services? What are the powers of an official board?

13. What need is being filled by short-time, intensive training courses for volunteers?

14. What, in your estimation, should be the content of a five-day drama institute? Outline the topics which should be discussed and the demonstrations held in connection with such an institute.

15. What should constitute a community music institute?

16. What may be the activities discussed and demonstrated in a recreation institute? What types of games should be taught? What proportion of the course should be devoted to practice? What to theory?

17. What is the value of the short-time institute for the employed worker? Can such institutes be regarded as substitutes for the more intensive training courses?

18. What is the chief value of weekly staff conferences of recreation workers? How may such conferences be made a part of the training process?

In connection with the presentation of the subject of leadership, it will be most helpful if the students can have actual experience in leading games and similar

activities. Such opportunity might, first of all, be provided within the group itself by having the students plan a social program, different members of the class being asked to lead games. There should also be demonstrations of games of all kinds by experts. This will give the students a great deal of information about games and the principles of leadership. Later on, as they become more proficient, it may be possible to arrange for them to serve as volunteers in connection with activities of the municipal recreation department, if one exists in your city, or with private groups. It is highly desirable that throughout the course the students shall have as much practical work as is possible.

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CHAPTER IV

PLAY FACILITIES

CHAPTER IV

PLAY FACILITIES

Leadership is the chief channel through which the community recreation program may be put into effect and made to function. A second feature in making the program effective is the provision of play facilities.

The community recreation program is not dependent upon facilities as such. They are the outgrowths of the requirements of the program and are important in furnishing the physical background for play.

The one great essential in terms of facilities is space for play, and the planning of play space is in the last analysis a problem of city planning. The question of the future development of a city over a long period of years must necessarily be considered in plotting play spaces. Where will be the greatest need for play space five, ten or fifteen years from now? In which direction will the population move? Is adequate provision being made for future growth? Where ought the parks to be placed? Where is the greatest need for playgrounds? All these problems enter into any planning for recreation.

I. Outdoor Play Centers

A. The Playground

1. Importance of Providing Adequate Play Space

The importance of providing adequate play space while play space is available is being forcibly brought to the attention of cities which have neglected such provision, and many congested communities are now regretting their lack of foresight. The rapid growth of cities, the difficulty of getting voluntary gifts of land, the increasing tax burdens, the enormous cost of securing parks and playgrounds through condemnation proceedings, are all contributing factors to a situation for which the only solution may be legislative enactment providing for the setting-aside of certain portions of all future sub-divisions for the recreational needs of the people of the neighborhood in which they are located.

Real estate men have estimated that if, with the modern method of sub-dividing property, ten per cent out of each subdivision over a minimum size could be set aside for recreational purposes, the owner would still have as much or more land for sale than he had under conditions prevailing ten years ago. This is due to the practice of making larger blocks and providing for large main arteries with fewer cross streets. Further, lots are more saleable in districts where play space has been provided. Under these circumstances there would be no hardship to the real estate owner in setting aside space in certain sections for playgrounds.

A number of real estate companies are taking steps to make provision for recreation in their developments. The City Housing Corporation of New York City, in the development of sub-divisions of between thirty and forty acres in the Borough of Queens, is placing about twenty-eight or thirty families on an acre and covering only 30 per cent of the land with buildings. In the interior of each lot interior court playgrounds are being provided for little children which will also serve as rest places for the residents of the block. In addition to these court playgrounds, the Company is planning to set aside an area of about four acres for a general neighborhood playground for children.

2. **Standards in Play Space**

Opinion regarding the amount of play space required for children's play has undergone many changes during the past thirty years. It was in 1893 that the Department Committee of Playgrounds of the Public Elementary Schools, Board of Education, Whitehall, London, voted a provision to the regulations to the effect that the minimum open space should be thirty square feet per child. In 1923 at the Recreation Congress of the Playground and Recreation Association of America it was determined that the normal amount of play space per school child at the maximum development of the elementary school should be 200 square feet with 100 square feet as the absolute minimum.

In determining the amount of play space necessary in a given situation, it is important to consider the age of the children, the number likely to use the playground at one time, the density of population per acre, the density range and the

groups to be served. More children per acre can be handled if they are under ten years of age. It has been estimated that under proper organization and leadership three hundred small children can successfully play on one block of playground space. Where highly organized games such as baseball and football are played, much more space is required. It has been estimated by William A. Stecher, Director of Physical Education, Philadelphia Public Schools, that the following space is required for certain games: Dodge ball, 2000 square feet; volley ball, 1650 square feet; captain ball, 2275 square feet; playground ball, 4900 square feet; baseball, 105,625 square feet; football, 52,800 square feet; basket ball, 4000 square feet; field hockey, 59,400 square feet; tennis, 6608 square feet.

There is always a rising and falling tide of children on the playground during the day, and administrative devices can sometimes be used to distribute the load. From the playground standpoint this is the big contribution of the Work-study-play or Platoon plan of organization. The number of children using the playground at any one time is much smaller than the number of children who are served by the playground. A neighborhood may be adequately provided with playground space, even though it may not have enough space to care for all the children of the neighborhood at one time.

While the number of children in the neighborhood who need a playground varies according to the density of population and the density range, the size of the group who need and will use the playground depends on other conditions such as the home habits of the children, the length of time the playground has been in use and the amount of confidence which the playground leaders have inspired in the residents of the neighborhood.

The question of standards in play space is perhaps of special importance in relation to the provision of land for school grounds. The use of school grounds for play is practically universal, and increasingly municipalities are coming to feel that such grounds centrally located as they are, with reference to child population, and making possible the use of the facilities of school buildings, have a large part to play in the child's life. While there are many schools throughout the country which are not adequately provided with play space, there is a growing tendency to secure as much land as possible and

thus provide for future needs. A number of state boards of education, such as Pennsylvania and Virginia, are requiring that plans of all buildings and grounds be submitted for approval, and no plans are being approved which do not provide adequate play space. In Delaware the regulation is by the State Board of Education, requiring the size of rural school sites as follows: For a one-room school there shall be not less than two acres; for a two-room school not less than three acres; for a three- and four-room school not less than four acres.

It is at the present time a pretty generally accepted principle that no school should be built on less than a city block as an absolute minimum. At the Recreation Congress in 1923 the following standards were suggested as the ideal toward which school and recreation authorities should work:

For Elementary Schools.—The minimum total area should be eight acres, including the land on which the school is located.

For Intermediate Schools.—The minimum total area should be from ten to twenty acres.

For High Schools.—The minimum total area for a high school site should be from twenty to forty acres.

While it was recognized by those taking part in the discussion that such standards were ideal and that many cities could not reach them, it was believed that in future city planning or in establishing schools in new sections of the city where the price of land is not prohibitive, an effort should be made to approach some such standards as have been set up.

3. Location of Playgrounds

a. *Zoning*

Zoning has a great influence on the distribution of playgrounds and play fields throughout the city. If the district to be zoned permits business places and factories and if the tendency in the future of the city is toward more commercial places, then playgrounds should be smaller and situated farther apart. They should be designed for the use of the employees of the neighboring factories during and after working hours and should be situated so that they can be

readily sold when they are no longer needed by the city as recreation places.

In zoning a community the topographical features must be taken into consideration in planning a playground. It is not possible automatically to place one playground here and another half a mile away. Canals, rivers, railroads and streets with heavy traffic must be taken into consideration. The proximity to factories and commercial houses must be considered by the city planner. It would be foolhardy to place a playground in a community where the children have grown up and left for homes of their own and only the old folks remain. It would be equally as bad not to place a sufficient number of playgrounds in a new district, especially where the child population is very dense. In districts reserved for residential purposes the playgrounds should be at comparatively small distances apart, especially if there is heavy traffic in the streets throughout the district. The playgrounds should be of a size to serve best a distinct function whether it is a small children's playground, a playground for adults or for both. They should be so located throughout the community that they are easily accessible to those intending to use them.

b. *Effective Radii*

Playgrounds should be located with reference to the population. The playground and recreation committee of the American Institute of Park Executives, C. E. Brewer, Recreation Commissioner of Detroit, chairman, as a result of a study made in Milwaukee, Minneapolis, Washington, Detroit and St. Paul to ascertain how far and how often children come in attending the playground reached the following general conclusions: In the average city 50.4 per cent of the children travel ¼ mile or less; 74.5 per cent travel ½ mile or less; 86 per cent travel less than ¾ mile, leaving only 14 per cent who travel one mile or more to a playground. The effective radius, therefore, for children of kindergarten age cannot be more than ¼ mile and it is highly desirable to have playgrounds for little children nearer their homes. A number of recreation authorities feel that such playgrounds to be effective should not be located farther than three blocks from the homes of the

children. The effective radius for children of school age is generally estimated at ¼ mile.

c. *In Relation to Schools*

At the Recreation Congress held in October, 1923, there was almost unanimous agreement on the proposal that playgrounds for boys and girls under twelve years of age should be attached or adjacent to elementary public schools, though such school playgrounds should be supplemented by additional municipal playgrounds, particularly by interior block playgrounds for children of kindergarten age. It was further agreed that playgrounds should be provided in connection with all Junior High Schools with the understanding that the ground should be equipped in such a way as to make certain facilities available for community groups and make possible the use of the playground for this purpose during the entire year.

4. **Types of Playgrounds**

There are a number of types of playgrounds to which varied nomenclature has been applied, though no special terminology has been recognized as standard. In general, playgrounds are designated as follows:

a. *Little Children's Playgrounds or Play Lots* *

These are interior block playgrounds for children under five years of age which may be of almost any shape though they are preferably square. The minimum size of a play lot should not be less than 2000 square feet and it may well contain from 6000 to 10,000 square feet. Equipment should include sand boxes under the trees, block building platforms contiguous to them, blocks and toys, sand tools, a small slide, baby swings, benches and tables, a low drinking fountain, a toilet, a shelter for baby carriages and from sudden rains.

b. *Neighborhood Playgrounds*

These are designed for the use of children under fourteen years of age and under special provision for older children. Its location should be as near as possible to the center of a population of 500 children of primary and grammar

* Standards suggested by the Committee on Recreational Problems in City Planning, Playground and Recreation Association of America.

school age. This general type of playground, which in some communities, because of lack of space or funds, is the only type available, is usually arranged according to a three-part division. A planting of shrubs between the children's and the girls' playground makes a satisfactory line of demarcation.

(1) **Division for Small Children.**—The space for small children should be in some secluded corner where there can be provided sand boxes, including hammock and chair swings, slides, low see-saws and possibly a wading pool.

(2) **Division for Girls.**—This section should be entirely enclosed with shrubbery so that the girls will feel free from any sort of interference. The usual apparatus consists of swings, see-saws, slides, a giant stride and travelling rings. All heavy apparatus should be arranged along the border, leaving the center free for games. The swing should be placed far enough from the fence so that the children will not strike it. The corner is an excellent place for the giant stride. There should be courts for volley ball and similar games.

(3) **Division for Boys.**—The boys' division of the playground, in addition to the apparatus which is provided for the girls should have outdoor gymnasium apparatus with flying rings, climbing ropes and poles, horizontal bars, vaulting standards and poles, high jump standards and cross bars. Space and money will determine the securing of this apparatus.

One of the most important requirements for the boys' playground is that ample space should be left for team games. Usually there is sufficient space for laying out volley ball and basket ball courts. Many playgrounds are not large enough to allow for regulation baseball fields. In such instances a diamond with 45 to 60-foot base lines may be laid out and a soft ball used. If, because of lack of space, it is necessary to play basket ball or volley ball on the baseball diamond, removable posts should be used.

c. *District Playground or Play Field*

This is designed for the active play of adults and young

people over fifteen years, with sufficient space for a layout for games such as baseball, football, tennis, track athletics, and capable of use for picnics, field days and celebrations. A minimum size for such a play area is ten acres though it may well contain from sixteen to twenty-four acres. There should be one district playground for every eight or twelve thousand inhabitants or one for every 500 children of high school age.

The layout should include the features of the neighborhood playground with the play lot and facilities for children under twelve, as well as facilities for adults. There may well be included, if space permits, a bowling green and archery court. There ought also to be a field house with lockers and dressing rooms.

5. **Playground Apparatus** *

There is a general feeling on the part of recreation workers that apparatus does not occupy a position of primary importance. While it is desirable to have apparatus to create a favorable environment and to provide for certain types of motor activity, there need not be elaborate equipment, and the chief emphasis should always be on leadership. Where there is a great deal of apparatus, experience has shown it is often a tendency of the leader to rely on the apparatus and to neglect the games and other activities which are of more permanent value.

There is no great unanimity of opinion regarding the pieces of apparatus which are essential and desirable. Many recreation leaders feel, however, that the sand box, swing, slide, teeter and horizontal bar, represent the minimum requirements for a playground. Some leaders believe that these requirements may be still further reduced. Others feel that if space and funds permit, it is desirable to add the horizontal ladder, travelling rings, climbing pole or rope and the giant stride. If possible, there should be a wading pool for small children.

Detailed information regarding playground apparatus may be secured from manufacturers of such equipment, a list of whom may be obtained from the Playground and Recrea-

* For more detailed suggestions regarding playground apparatus see *Layout and Equipment of Playgrounds*, handbook published by the Playground and Recreation Association of America.

tion Association of America. The following suggestions are offered regarding some of the apparatus suggested:

a. *The Sand Box*

While authorities differ regarding the value of many of the pieces of apparatus, all are agreed that the sand box is essential at a playground attended by small children. Good dimensions for a large sand bin or box are 12′ × 15′ with a sand bed 10″ deep, enclosed on four sides by either cement or plank walls 12″ to 14″ high. It is often better, however, to have two smaller boxes, perhaps 10′ × 8′. There may well be a wide board or plank running around the top of each sand box for use as a seat and for molding the sand. A strip 1″ × 4″ nailed on the outside edge of this shelf will keep the sand from falling outside the box. If the box is exposed to the sun, an awning may be stretched over it in such a way as to allow plenty of air to circulate.

If possible, beach sand should be used and it should be kept moist so that it may be used for molding. Every effort should be made to keep the sand in a sanitary condition by raking it thoroughly or turning it over with a shovel every day, exposing it to the sun and air and washing it with water. Sprinkling with a thin solution of bichloride of mercury will insure against fleas.

b. *Swings*

The swing is usually the chief piece of apparatus on the playground. The most serviceable swings for older children are those having steel framework or a frame made of ordinary gas pipe. For a small children's playground the swings ought not to be more than eight or ten feet high. A 3½′ space will be required for each swing. For the older boys and girls 12′ to 14′ is a good height. The swings may be suspended by rope or steel, and the swing board should be as light and soft as possible. Hard maple or soft pine may be used. A binding of old rubber hose around the edge of the board softens the blow if a child should be struck. To avoid accidents, standing in the swing, running under it and pushing by holding on to the feet of those who are swinging, should be prohibited. Two children ought

not to be allowed to occupy a swing together. The swing has elements of danger and must be carefully supervised.

c. *The Slide*

The slide may be built of either maple or steel. If maple is used—and many consider it more satisfactory—it should be waxed carefully. A slide six feet high and two feet broad is large enough for small children. While many playgrounds have slides ten feet high for the older girls and twelve feet high for the older boys, a number of recreation superintendents and officials have come to feel that eight feet is as high as any slide should be.

It is felt that a staircase is better than an incline for reaching the top of the slide and that the slide should be constructed in one piece. Sand should be placed at the bottom of the chute. Children should not be allowed to slide down backwards or in a standing position or to walk or crawl up the chute.

d. *Teeter*

The teeter, or see-saw, is a piece of apparatus particularly adapted to the use of children under nine or ten years of age. Because it is primarily for little children it should be safeguarded by having a longer see-saw board with handles for the children to hold on and a low standard. Twenty-seven inches is a good height for the see-saw. The see-saw board should be as narrow as it can be made and still be strong. Children should not be allowed to stand on a see-saw and jumping should be prohibited.

e. *The Giant Stride*

The giant stride consists of a pole from 14′ to 20′ in height made of steel pipe about 5″ in diameter and set in 4′ or 5′ of concrete. The head is set on the top of this pipe with ball bearings and attached to this revolving head are six rope or steel ladders with three or four rungs. If the ladders are of rope the danger to the child is reduced to a minimum. The child takes hold of the ladder and passes about the pole, touching the ground each fifteen or twenty feet. Children should not be allowed to push another child around, to place their feet through the rungs of the ladder or to tie the ropes together. Girls without bloomers should

not be allowed to use the giant stride. Children should be taught to dodge out of the way as soon as they drop off the stride.

f. *The Wading Pool*

If possible, every playground should have a wading pool. It is usually curvilinear in shape, about 40′ or 50′ across. with water a few inches in depth at the edge, sloping to 18″ in the center.

6. **Care of Apparatus**

It is very important that apparatus should be properly cared for at night to prolong its usefulness and protect it from injury. When apparatus, such as the giant stride, can be locked, this should always be done. The seats of the swings and other movable apparatus should be taken in at night, except in instances where the playground is adequately fenced and safeguarded. Apparatus which is not used during the winter should be stored. Painting helps preserve the apparatus. All apparatus should be carefully examined for weaknesses which might cause accidents. Some playground authorities believe every piece of apparatus should be examined as often as once each day. A number of suits have been brought against cities for accidents occurring on the playgrounds. A number of courts have ruled that where there is careful examination of apparatus and adequate supervision, a city should not be held legally liable for accidents.

7. **Game Supplies**

Game supplies are a very important part of the playground equipment and should be systematically cared for. Handballs, volley balls, indoor baseballs and soccer balls are the types of balls most used on the playground. The soccer ball may be used for basket ball, football, dodge ball and captain ball. A hard baseball cannot be used on an ordinary playground where other games must go on at the same time. Indoor baseball bats, hockey sticks, gloves, tennis and volley ball nets, whistles, jumping ropes, blocks, toys and sand molds, bean bags and similar supplies should always be on hand.

8. **Accessories for the Playground**

There are many accessories which the playground may have, among them the following: drinking water supply through

sanitary drinking fountains, electric lights with underground wiring to make possible the use of the playground at night, bulletin boards, a first-aid kit and a flag pole. If possible, every playground should have a shelter house containing a director's office, storerooms, lockers, toilets and shower baths and an indoor game room where the children may go in case of rain or extreme heat. Such buildings are most advantageously placed on the dividing line between the boys' and girls' sections or in a corner of the grounds or near the entrance.

Unless the playground has a shelter house or is immediately adjacent to a school or other building with available toilet rooms for boys and girls, toilets should be provided. These should be well ventilated and of sanitary construction and equipment.

9. Some Practical Problems in Playground Layout

a. *Fencing*

Fencing, in a majority of cases, is a necessity. It limits liability for accidents, reduces problems of discipline, safeguards the grounds and apparatus and gives individuality to the playground. Fences vary from four to eight feet in height. The appearance of any fence will be greatly improved if it is covered on the outside with honeysuckle or flowering vines. It is well to place a fence at least ten feet from the property line to allow for such planting.

b. *Beautifying the Grounds*

In planning playgrounds the element of beauty is too often overlooked. It is quite possible to have trees and flowers which will add greatly to the beauty of the grounds. Flowers may be planted close to the building and fences and paths may be bordered with shrubs. There should be trees on the ground to add shade as well as beauty. If placed near fences and building and equipped with guards, they will usually be amply protected. Excellent effects may be secured, as has been suggested, by planting outside the fence.

c. *Surfacing*

The problem of surfacing is one which causes a great deal of difficulty. No surfacing has yet been devised which has

proved itself ideal or which is satisfactory for every playground or all soil conditions. In planning for surfacing the following points must be considered: suitability for use, cost, durability and maintenance. The surfacing must be soft and porous, yet firm enough for players to run about without digging holes in it when it is wet or raising clouds of dust when it is dry.

Adequate drainage is imperative. Grass makes the most desirable surfacing for children's playgrounds, but it is often impracticable. Sandy loam or a mixture of sand and clay has been found satisfactory in some sections. Many recreation officials have found calcium chloride an effective binder and dust layer when placed on the surface.

d. *Lighting the Ground*

It is exceedingly important that the playground shall be lighted at night for the play of adults. One city solved this problem by installing around its four-acre field eighteen 500-watt lights. If it is desired to spread the light, smaller lights and more of them may be used. The tennis courts of this city were lighted by inverted watt incandescent lights.

B. **The Athletic Field**

Athletic fields may be included in the district playground, or because of space required they may be a separate development located at some distance from the playground. Since they are generally used by the older boys and adults, they will serve a territory of a mile or more in radius. Five acres constitute the minimum area for such a field. Athletic fields provide such facilities as tennis courts, a running track, baseball and football grounds, a hockey field, a field house or locker building and a swimming pool.

1. **Surfacing and Orientation**

Surfacing and orientation are important considerations in laying out an athletic field. Since most games are played in the afternoon when the sun is low, it is best to run the long dimension of the field north and south in such games as football and tennis where the playing is up and down the area of play.

2. **Diamonds and Game Courts**

The regular game of baseball with a hard ball is played on a level field preferably not less than 325′ long by 270′ wide, in which the diamond or infield 90′ × 90′ is outlined obliquely to the boundaries of the larger area. Opinions differ regarding the orientation of the baseball field, probably the best arrangement is to have the line between home plate and first base run north and south.

Playground baseball may be played on a field 250′ square. The football field consists of a rectangle 360′ × 160′. Soccer may be played on an ordinary football field, but many a good game is played in a smaller area. Field hockey may also be played in the football field. It requires a space 150′ to 180′ wide and 300′ long, with an additional space of about 30′ behind the goal line.

3. **Tennis Courts**

A double tennis court requires a clear space 50′ × 108′ in order to leave room for the runways at the ends and sides. A single court is 27′ × 78′; double courts are 36′ wide.

There are dirt courts, grass courts and courts of asphalt, concrete and clay. A number of cities are finding Kentucky Rock Asphalt a very desirable construction for courts. These courts are made with a six-inch base of crushed limestone or granite with two inches of Kentucky Rock Asphalt spread on the top and rolled to a very smooth surface. On this surface a light coating of white Portland cement is dusted. After it has hardened for two weeks, the tennis court lines are painted on the surface. A court of this kind is easily cared for and maintained and is durable.

4. **The Running Track**

Local conditions will usually dictate the shape and size of a running track. A track of less than ¼ mile is not, however, considered desirable for important games. Probably a track measuring four laps to the mile is the most popular size for outdoor sports.

5. **Bleachers**

Bleachers may be built of wood in sections capable of being carried so that they may be placed around the baseball field or up and down the side lines of the football field. These

so-called knock-down bleachers are proving satisfactory in a number of cities.

C. Bathing Beaches

Many cities are utilizing their water facilities as a well-organized part of their recreation systems by providing at local beaches bath facilities and adequate supervision by caretakers, lifeguards and swimming instructors. The population and local needs must determine the facilities and amount of supervision provided.

D. The Swimming Pool

It is important that opportunities for swimming shall be provided in connection with the recreation system. Where there are no natural facilities a swimming pool, either indoor or outdoor, should be constructed.

A complete swimming pool consists of three main parts—the pool itself, the bathhouse and the water supply and purification equipment. The essential parts of the pool, regardless of its size and shape, are circulation system, scum gutter, ladders, lighting fixtures, recreation facilities, walls and beaches. The bathhouse contains lockers, showers and toilets for both men and women, offices, water supply equipment and storage space. The water supply consists of the source and purification of the water for the pool as well as the methods used in filling the pool or circulating the water.

There are two kinds of acceptable swimming pools—the purely artificial and so-called natural type. By far the greatest number are completely constructed in the desired location in the form of a tank or a bowl, but there are certain instances where it is possible at a minimum expenditure of money to use large lakes or to impound water of suitable streams by means of dams.

1. Artificial Pools

There are three main types of artificial pools: (1) the wading pool, previously discussed, designed for children of all ages and non-swimmers, (2) the structure intended for swimmers only, ranging from three or four feet to eleven feet in depth, and (3) a combination of the two, the water varying in depth from nothing to ten or eleven feet. This type of pool will provide for every class of bather.

a. *Swimming Pools*

In the past many pools of this class, especially indoor pools,

have been built in a rectangular shape with the shallow part at one end and the deep section at the opposite end. They vary from 75 to 150 feet in length, and from 30 to 60 feet in width. Recently the tendency has been to build circular, elliptical or irregular-shaped pools with the shallow water around outside of the structure, gradually becoming deeper toward the center. The common method of construction of many of the pools consists of excavating and grading the hollow to the exact shape designed and then constructing a 6- or 8-inch thickness reenforced concrete over the entire area as a pavement.

A new type of pool has recently been designed which can be constructed entirely above the ground. The pool, oval or circular in shape, is surrounded by a large walkway. Under the walk are the offices, the lockers, dressing, shower and equipment rooms. This pool is particularly desirable when the available space is limited or excavation difficult.

b. *Swimming and Wading Pools*

The most popular pools to-day provide for both swimming and wading for the accommodation of all bathers. These structures, usually of the saucer type, provide very shallow water at the outside and deep at the center. The diving platform and tower are in the center of the pool. For the average city or town this pool represents the cheapest, safest and most satisfactory structure yet developed. It is also the best design if the pool is to be used for skating in the winter.

2. **Water Supply and Purification**

Water from wells or city mains can generally be used for swimming without purification. Stream water can rarely be used without some treatment.

There are two main methods of supplying pure water—the fill and draw method by which the pool is filled with clean water, used until it is no longer suitable for bathing, and emptied, and the continuous flow method of adding pure water at a uniform rate during the entire period when the pool is being used. Water is purified through a system of filtration or through sterilization involving treatment by chlorine, violet ray or ozone. Treatment of chlorine is the method most

generally used. One pound of hypochloride of lime will treat a hundred million gallon pool. The effectiveness of any method of disinfecting or of filtration can be determined only by frequent chemical and bacterial analysis.

E. Municipal Golf Courses

These courses, which are usually located in public parks, have come, within the past fifteen years, to occupy an important place in the recreation system. The requirements for a course are an undulating topography, ground of good quality, preferably a sandy loam, good drainage and accessibility to street cars. The number of acres required will vary with the topography and the amount of rough land which cannot be used as fairways. If the ground is average, a good nine-hole course can be laid out on fifty acres. Where it is exceedingly difficult to acquire land, a nine-hole links is possible on a piece of ground ranging from thirty to forty acres.

F. Stadiums

The number of stadiums in American cities is rapidly increasing. Though no figures are available showing the exact number in existence, more than seventy communities are known to have such facilities, ranging in size from the stadium seating 1600 to Chicago's tremendous structure which will eventually have a seating capacity of 150,000.

Some stadiums are financed by public funds; others through private endowment by private individuals. Municipal bond issues, park and playground appropriations, community campaigns and long-term tickets of admittance, all have their share in creating stadiums. It is used for baseball, football, track and field athletics, and similar sports, for civic and community gatherings, and celebrations, concerts and festivals.

In planning for a stadium, there must be an actual need, a definite plan, knowledge of what is required as to size and facilities, a prospectus of what actual returns may be expected, a cost analysis, a well-thought-out method of raising the money, and then administration by an impartial, intelligent board.

The methods of construction of stadiums do not vary greatly from two main processes: A stadium is erected as a complete unit—that is, poured concrete, or it is made of blocks of reenforced concrete. In general, it is either a complete oval or an oval open at one end.

G. **Camps**

No phase of the recreation movement has had more rapid development than camps. There are thousands of private camps for children and adults with highly developed recreational features. There are camps directed by industries for their employees, fresh air camps, camps conducted by such organizations as Boy Scouts, Girl Scouts, Camp Fire Girls and in increasing numbers municipal camps maintained by recreation departments. The States Relations Service of the Department of Agriculture is establishing camps for boys and girls connected with the agricultural clubs and for farm women. One of the most significant developments has been the provision of tourists' camps in state and national parks and forests, with facilities for cooking, washing, and the setting aside of areas where families in groups may establish permanent camps.

(See *Manual on Organized Camping,* prepared by the Playground and Recreation Association and published by Macmillan Company, New York, for detailed discussion of the various phases of camp organization and administration.)

H. **The Park**

The practice of setting aside spaces for park purposes is of long standing. When the Spaniards founded Santa Fé in 1565, a square or plaza was set aside in the center of the town for a public square. These early town builders frequently reserved large areas of land in the vicinities of the town known as "pueblos" or public lands. Many years later the English colonists on the Atlantic Coast followed the custom of setting aside spaces for town commons. This was especially true in New England where the town common became a recognized institution. William Penn in 1682 in laying out the plan of Philadelphia carefully reserved at regular intervals five public squares of about six acres each. Other city planners such as General Oglethorpe, who laid out Savannah in 1733, and Brigham Young, who developed the plan for Salt Lake City, set aside squares and open spaces. With a possible exception of Savannah, these early examples of the setting aside of land for future use were forgotten in the century that saw the rise and expansion of modern industry and commerce. However, in the decade from 1890 to 1900 there came a dawning appreciation of the need of open spaces in urban communities, and within recent years there has

been a tremendous development in city, state and national parks. The national park areas of the United States in 1924 comprised nineteen different properties, with a total area of approximately 7,234,908 acres. The development in state parks has also been very rapid, and in a number of states, as for example Connecticut, the recreation uses of the parks are noteworthy.

Parks, municipal, state and national, all provide valuable facilities for recreation, and they are being used for an increasing number of purposes. In addition to the facilities provided in the form of golf courses, tourists' camps, fireplaces, picnic grounds, spaces for celebrations and for playground and athletic fields, they offer splendid opportunities for hiking, riding, boating and innumerable sports.

There are several types of parks, among them the *intown park*, the *recreation* or *country park* and the *reservation*.*

1. **The "Intown" Park**

   The "intown" park, a small park, varies from the little intown square which serves as a local resting place for a few to the public gardens or commons which depend upon their design and landscape features to give them the appearance of the country.

2. **The Recreation Park**

   The recreation park provides, as far as it is consistent with fairly intensive use, access to large open areas away from the city. It varies in size, but should preferably contain from 100 to 250 acres. It is suggested that there should be one such park for every 40,000 people, tangent to or near the city limits of such population.

   The Committee on Recreational Problems in City Planning appointed by the Playground and Recreation Association of America has suggested that 50 per cent of the total area be devoted to woodland with groves of from six to ten acres, with a few main walks arranged so that, as far as possible, different landscape effects are presented in different areas, the whole to be planned with a view to effective winter recreation; 25 per cent to greens, vistas and landscape enhancements of nature and to bird and plant reservations; 10 per cent to reservation for native animals, including a zoo; 10 per cent for

* The information given regarding these types is taken from the report of the Committee on Recreational Problems in City Planning.

water recreation, including skating in winter, and 4 per cent for play and game field. More and more municipal golf is becoming a feature of park recreation.

The layout for recreation should in a reasonably natural way provide for the spontaneous indulgence of families or organizations out for a day's picnic and should furnish a variety of picnic places with opportunity for simple cooking. There should be shelter and toilet buildings with an automobile parking inclosure and sheds.

The equipment should include a few sand gardens and swings near the picnic places and the groves, some rustic benches and tables, drinking fountains, cooking accommodations and incinerators.

3. **The Reservation**

The reservation is a public area owned by the government, a state, a county or a city, located on the seashore or along rivers or lakes or in mountains. It is similar in purpose, layout and equipment to the recreation park for cities, but is less intensively developed and used. It usually includes camping sites and automobile routes, with vistas, lookout towers and similar facilities. The reservation is mainly intended to furnish for the average family a wholesome week-end excursion or a longer vacation. There should be on the reservation a building which offers simple and wholesome hotel accommodations.

This type of park includes forest reserves with the most modern ideas of development and conservation of beasts, fish and birds and regulations of fishing, hunting and camping. Only by bringing people to reservations can it be hoped permanently to stimulate the interest of the large mass of citizens in the vital problem of preserving enough of the nation's resources of unspoiled outdoor beauty in such a way that they can be permanently enjoyed.

In addition to parks and reservations, adequate provision should be made for boulevards and parkways, with the opportunities they offer for automobile riding and hiking.

II. Indoor Play Centers

A. The Neighborhood or Community Recreation Center

The consideration of the indoor recreation center is a matter of

vital importance because it involves so largely recreation for adults and the meeting of their manifold leisure time needs.

One of the problems which recreation workers have to meet is the provision of a meeting place for indoor center work. This may be a very informal meeting place such as the town hall or the firemen's hall or it may be the school or the community building.

1. The School as a Neighborhood or Community Center

a. *Adapting Old Schools*

The school is increasingly being used for neighborhood recreation purposes. The majority of old schools, however, are not fitted for social center use and it is necessary, in most instances, to adapt them for the purpose. The result is not always satisfactory, but most buildings can be made usable. This is done by screening the windows and lights in the assembly hall so that it may be used for athletic games, stripping the floors for indoor baseball, basket ball and volley ball, partitioning off the basement into rooms which may be made more attractive by whitewashing the walls and painting the floor. Classrooms may be made usable by screwing the desks in threes to wooden strips or runners, making it easy to slide them into the cloak rooms or corridors so that the rooms may be used for any activity desired. Sometimes the corridor is sufficiently large so that it may be used for the playing of games or for industrial classes.

It is well to have one room equipped with pool tables, another fitted out as a table game room where checkers, chess, parchesi and similar games may be played. A third, with windows and lights protected by screens may be devoted to the low organized active games which will give boys and girls an opportunity to work off their energy. There may well be a branch library or a reading room which will be an inviting part of the center with books provided from the public library. Other rooms may be used as clubrooms. If possible, a room should be equipped with shower baths and lockers. The kindergarten room usually furnishes space for glee clubs, dramatics, orchestras and similar activities.

b. *Construction of New Schools for Social Center Use*

With the increasing emphasis on the use of schools, as social centers, a number of communities are constructing their new schools with special regard to such use.

Basement.—Basement rooms and corridors may be made very inviting by painting the floors, whitewashing the walls, providing brilliant electric lights and putting curtains at the windows. One room should be equipped with a sufficient number of table games such as checkers and carrom to adapt it to the use of boys too young for the pocket billiard room and for the use of girls on designated evenings. This is important for it is difficult to conduct these activities in regular class rooms. There should, too, be rooms set aside for active games, for athletics, for billiards, for clubs and for manual training. A men's club room situated in a corner basement room will help solve the demand for meeting places for the men of the neighborhood. Properly decorated and equipped it may be used as a card and smoking room. Such a room makes an ideal meeting place for civic and social groups composed of men.

The basement should further provide for storage space and there should be lockers and shower baths. If funds permit, a swimming pool should be the feature of a school used as a neighborhood recreation center.

The toilets in the basement should be located so as to be easily accessible from the respective divisions of the playground, with double doors in the basement corridor near the side exits to prevent the children using the toilets from further progress into the school, when it is undesirable for them to enter the building.

The First Floor.—The features on the first floor which are most helpful in adapting a school for social center use are a gymnasium and an auditorium. Where both are impossible because of the cost, a combination gymnasium-auditorium is advisable. A gymnasium for social center use should be large—60′ × 90′ is a good size.

For social center use it is preferable to have a level floor in the auditorium for movable seats. Constructed in this way the auditorium may be used on many occasions. The stage should be large enough to seat band, orchestras and choruses and to provide the necessary floor space for ama-

teur dramatics and group numbers and dances. With a dressing room on each side proper entrances and exits can be arranged for every form of entertainment. Access to the dressing room may be obtained without going into the main auditorium. There may well be four exits from the auditorium, two leading into the school yard and two into the front corridor. Movable chairs grouped in threes may be stored in a room under the stage which should be divided into stalls, each housing a rubber-tired truck for gathering the chairs. A balcony at the end of the auditorium will seat an over-flow audience and furnish a suitable foundation for the motion picture booth which is so necessary a part of the equipment.

Additional social center features on the first floor may include a teachers' rest room which in the evening may serve as the reception room, and a library, preferably with an entrance from the outside. If the domestic science room is located near the auditorium, it is possible to take care of banquets and similar functions.

As in the basement, long, straight, well-lighted corridors simplify supervision. In the corridors or class rooms movable seats may be used for industrial classes. If the corridors are equipped with electric lights every eight feet or so and the lights are made adjustable, lighting requirements for such activities as sewing, millinery and handwork are met.

Checking facilities should be provided for every community center. These may be arranged in one of the class rooms near the entrance. It is advisable to have only one entrance for community center work. This entrance should be well lighted, with an attractive bulletin board near it featuring the activities.

The Second Floor.—The class rooms on the second floor may be used for classes in English, citizenship and for debating, literary and study clubs.

c. *Financing the School Center*

The community center has become so much appreciated as a civic necessity that people are willing to tax themselves for its support in the same way as they are taxed for schools, parks and other public facilities. In some instances

the Board of Education conducts the centers and meets all the expenses. When the centers are the responsibility of a municipal recreation commission or similar public group, the use of the school buildings and the lighting are, in most instances, provided by the School Board, the Commission paying the salaries of the directors or janitor service. In a number of instances private clubs use the building under the same conditions, some states having laws requiring that school buildings be opened up on the petition of a certain number of citizens.

It is sometimes felt desirable by groups using the centers to charge small fees for dancing, moving pictures and similar activities. Whatever the method of finance and administration, it is important to have a neighborhood association back of each center, whether in school building or other meeting place, so that the neighborhood itself will have the largest possible participation in its management as well as use.

2. **The Community Building**

Many communities, lacking schools which can be used as social centers and feeling the need for a building especially adapted to community activities, have provided a community building where local groups such as the women's clubs, American Legion, Boy Scouts and Camp Fire Girls may have their headquarters, and the recreational and social activities of the community may have full scope. Such buildings incorporate all the facilities which the socialized school and the field house contain, and a number of others in addition.

There are no standardized community buildings—each building must be planned for the community it is to serve. In planning buildings of the community type, there are five elements to be considered—1. supervision—2. circulation—3. flexibility—4. up-keep—5. operating budget.

a. *Supervision*

Because of limited funds, most buildings must be planned so that they can be supervised by the smallest possible staff. The room should be square so that all activities can be kept under control of one point of supervision. The auditorium, especially if it is to be rented to the public, should be a

separate unit with the entrance and exit separate from the main building.

b. *Circulation*
The line of circulation of each person using the building should be direct so that in passing from one activity to another it will not be necessary to disturb the unused activity in reaching the desired one. If the building has lockers, showers, and a swimming pool, the foot space of the swimmer should be progressive from the locker to the shower and to the pool and not from the locker to the showers and to the locker again into the pool. Circulation should be so arranged that corridors are almost entirely eliminated.

c. *Flexibility*
Plans should be flexible so that no one room will be dedicated to one positive use. If, for example, there is a swimming pool and gymnasium the men should be able to use the gymnasium and the women the swimming pool at the same time without having to cut off one room to accommodate the users of the other.

d. *Up-keep*
The building should be so constructed and the materials so selected that the item of yearly repairs will be reduced to a minimum. It is very easy in drawing plans to include items which will mean additional expense. An unwise arranging of the piping and valving, for example, will mean that the auditorium must be heated with the rest of the building even though it is not being used.

e. *Operating Budget*
Before a building is constructed, an operating budget should be established which will contain a list of expenditures necessary to carry on the program plan. Here should be listed the cost of heating, lighting and similar items. In addition, there should be an income budget showing the estimate income from activities for which charges are made and other sources of income or revenue.

No building should be designed and built until those in charge have determined what the original costs and the operating expenses are to be.

There are many features entering into the construction of a building which must be studied before they are built. The stage, for example, must be planned as a stage with dressing rooms and the right kind of light and with a door large enough and high enough to take in the scenery. There must be room set aside for the storing of stock scenery. The lighting arrangement of the auditorium must be such that the lights can be controlled from the stage and from the moving picture booth. Next to the auditorium must be a kitchen where food can be prepared and there must be a store room where chairs and tables can be permanently stored. All of these features must be studied in detail. The activities of the community house should not be limited to the four walls of the building but should extend out into the neighborhood. There should be sufficient ground around the building to provide an adequate play field.

(For information on construction of community buildings see *Community Buildings in Industrial Towns,* published by the Playground and Recreation Association of America.)

B. **Public Baths**

The type of public bath recommended by the American Association for Promoting Hygiene and Public Baths is a three-story building which will be a real social center designed for educational as well as recreational uses.

The standards set by the Association are as follows:

The best type of public baths, especially for crowded cities, should incorporate shower baths, a swimming pool, a gymnasium and a recreation room or open space for playground purposes. The exterior should be simple in design, expressing the purpose of the building, and should be constructed of the best material. The floors are arranged as follows:

Basement.—The basement should contain the engine, boiler and apparatus rooms, located with easy access to all piping and apparatus, and swimming pool, cleansing room, dressing rooms and lockers, placed in the rear of the basement back of the engine. This section should be two stories in height so as to be reached from the engine room and waiting rooms.

Main Floor.—The administration and waiting room, connect-

ing with all departments, should occupy the front part of the main floor.

Second Floor.—This floor should be devoted entirely to shower baths, one for each sex.

Third Floor.—This floor should contain the gymnasium and, where possible, should be two stories in height. It is desirable to plan for a running track. This room may be used for a meeting place for lectures and musical entertainments.

The roof should be the playground for outdoor sports and be available for entertainments in warm weather.

C. **Other Indoor Facilities**

Additional indoor facilities include the town hall, the fire hall and similar meeting places which may be used as a neighborhood recreation center. There are, too, the municipal auditorium, the library and the museum described in Chapter V, Section I.

QUESTIONS AND SUGGESTIONS FOR CHAPTER IV

1. Discuss the feasibility of the plan for setting aside 10 per cent of each subdivision of property for recreation purposes. What legal difficulties are involved? What laws are there providing for the setting aside of play spaces in new subdivisions?

2. What standards have been set up regarding the amount of play space which should be provided for schools?

3. Given a school with an attendance of from 600 to 800 pupils, with a play space of two acres, what schedule can be worked out for the use of the grounds which would give opportunity for all the pupils? What equipment and game supplies would you suggest for such a school ground?

4. What factors determine the location of playgrounds? What are the general principles to be observed in laying out playgrounds? What are some of the problems involved?

5. What are the values of the following pieces of apparatus most commonly used: The swing, the sandbox, the slide, the teeter? What other pieces of apparatus may be installed, if funds permit? What pieces of apparatus have elements of danger? Why is it desirable to keep the amount of apparatus at a minimum?

6. How far is it desirable to introduce on the playground flower beds and landscaping features? What steps may be taken to beautify the playground without detracting from essential free space?

7. What standards have been set regarding the amount of park space per population unit? What are the arguments in favor of preserving parks for scenic purposes? Is their use for recreation consistent with their maintenance as beauty spots?

8. Under what circumstances is it desirable for a community to erect a community building for recreation purposes? What are the generally accepted methods for financing and maintaining such buildings?

9. What adaptations are usually necessary in using schools as neighborhood recreation centers? Suggest a program for a neighborhood school center in a district populated largely by factory workers.

A number of plans may be worked out which should add interest in the class work in facilities.

If there is a city planning commission in the community, some of the students may be asked to learn what plans have been made for recreation development; what properties are available as playgrounds and how the city is planning for future growth. A number of them may be requested to make a study of what is being done to insure the provision of play space in connection with real estate developments. There are many interesting developments along this line at the present time, and the subject is assuming great importance.

It may be arranged for members of the class to visit the playgrounds of the city and report on facilities and apparatus, their placement and use. If there are neighborhood recreation centers in school buildings or if the city has a community house, these facilities, too, may be visited. Swimming pools, golf courses and any

facilities provided for the recreation of the community may be observed. Reports of these visits should give rise to much valuable discussion.

Other interesting subjects for special study include inquiries into the problem of what is being done to provide adequate play space for schools; of distances which children could travel to reach playgrounds and of the material available through the government on the recreational use of parks. They may be given such projects as the laying out of playgrounds, given a piece of property of certain size and shape. In this planning, apparatus may be represented by small pieces of cardboard, containing the names of the apparatus or buildings, which may be moved about on a piece of paper representing the field. The same project may apply to the athletic field and similar play spaces.

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CHAPTER V

ORGANIZATION AND ADMINISTRATION

SECTION I

THE AGENCIES THROUGH WHICH THE PEOPLE OF AMERICA USE THEIR LEISURE TIME

SECTION II

METHODS OF ORGANIZATION AND ADMINISTRATION

CHAPTER V

ORGANIZATION AND ADMINISTRATION

Section I

THE AGENCIES THROUGH WHICH THE PEOPLE OF AMERICA USE THEIR LEISURE TIME

Fundamental to any consideration of the recreation movement and problems of organization are an appreciation and knowledge of what existing agencies are contributing to the leisure time life of the individual and the community. In every community there are existing, organized groups which are touching the city's recreation life. Some of these are great public agencies such as the school and the park. In another group are the private agencies organized and supported largely by private initiative and representing in many instances the more intimate small group relationships of life. Both public and private groups are fundamentally important to the leisure time life of the individual and the community and their joint functioning for the interests of the public is the underlying problem in organizing for community-wide recreation.

I. Public Agencies

A number of municipal bodies are contributing directly and indirectly to the community recreation program through the provision of facilities and the expenditure of funds.

A. The Recreation Commission

The Recreation Commission or Board is the municipal body existing in more than 174 cities, which has been created for the exclusive purpose of providing for the leisure time needs of the citizens of the community. Its organization and function will be described in Section II of this chapter.

While the Recreation Commission is the municipal body charged with the definite responsibility for the community recrea-

tion program, there are other bodies whose facilities the Recreation Commission is using or which through their own programs are making important contributions to the program. Chief among these are the bodies responsible for the conducting of the programs represented by the schools, parks, the public library and the public bath.

B. **The School**

Recreation is educational and the school has a large responsibility in promoting play as a part of the educational system. Many people, after their contacts with the play movement, feel that its greatest influence will ultimately be on the educational system itself. As Froebel has pointed out, children go from what they understand and see in things about them to the things which they see only in imagination. By utilizing the play activities of the child which he carries on naturally and freely, we learn a method of growth which is applicable to all education.

In defining the objectives of education, the present day is emphasizing the importance of the right use of leisure. "Education for the right use of leisure is increasingly important as an objective," reported the Commission on the Reorganization of Secondary Education appointed by the National Education Association in analyzing citizenship as a goal of education. Music, drama, dramatization, language study and the new conception of the function of the school are more and more being made to count in preparing the child for living. This new motivation of many of the subjects in the regular curriculum is having a profound effect on the educational system in the life of the child. It is functioning not so much for making a living as for making a life.

Though the school cannot as a rule assume full responsibility for a child in his out-of-school hours nor undertake the administration of a community-wide program, it can do much while the child is under its care to conduct, as a part of its educational work, a play program which will profoundly affect the life of the child and have far-reaching social values. It can also assure the use of the school building as a place for housing many of the leisure time activities of the adults of the community.

1. **Educational Methods Involving Play**

Beginning with the pre-school child, progressive methods of education are more and more taking into account the child's

need of play. Some of the educational developments in which play has an important part are as follows:

a. *Pre-school Education*

A number of experiments in pre-school education are now in process of organization in different parts of the country, among them that of the Merrill-Palmer School in Detroit. These experiments are being conducted with children below the kindergarten age in the habit-forming years from one and one-half to three years. The equipment of these nursery schools usually includes an indoor play room and an outdoor playground equipped with modern play apparatus. The day begins with a period of indoor or outdoor play lasting until the middle of the morning when the morning lunch is served. After this, the children in one group are put to bed for a nap while the others resume their play until time for the morning meal. The equipment consists of slides, swings, a sand box, a see-saw and toys such as carts, dolls, doll furniture and blocks. Records are made of the children's play activities, increasing power of physical control, emotional reactions and growth in the use of language.

b. *The Play School*

Play schools are one of the most forward-looking developments in the educational system. Almost twenty years ago George E. Johnson organized a summer play school at Andover, Massachusetts, in which the boys and girls were given an opportunity to select the activities which appealed to them most. Woodworking was one of the most popular activities, though nature activities were a close second, and the interest of the boys in gathering specimens and classifying them was very keen. Closely allied to nature work were the gardening activities.

An hour of the three and one-half hour period devoted each day to the play school, which was held at the public school plant, was spent in outdoor play and sport. On rainy days indoor games made up the program. Other activities of the school were a "kinder" symphony, printing, cooking, constructive play, dancing and dramatics.

The experiments worked out in this rural community have

been invaluable in the development of the educational play program.

A play school, it has been pointed out by Mr. and Mrs. Clark W. Hetherington, who organized the notable play school of the University of California, is based on two fundamental principles: 1. That every educational organization must recognize the fact that play is child life and the primary form of education because activity is the sole means of education. 2. That every play organization of child life, every playground must recognize the child's social needs in relation to social demands or standards.

The play school attempts to fuse the two extra-play centers—the playground and the school—into a single center with a single purpose. It recognizes in its program the spontaneous play forms and fundamental activities which are: vocal or linguistic, social, environmental and natural, manipulating and manual, big muscle, rhythmical and musical, and economic. Fundamental to the whole plan is leadership which will forget specialized subjects of study and enter into the child's natural spontaneous activities, looping up all the essential culture of the race to them.

c. *Work—Study—Play or Platoon Plan*

The platoon school is operated on the principle that the big, impelling motive in education as a social motive. It believes that children learn by doing. While one-third of the children are in the auditorium, one-third are on the playground and the remainder divided among such activities as the shops, laboratories, drawing and music studios. At the end of the first or second periods assigned the groups change. There is no one standard work-study-play program. It is a principle of organization to be observed—the balancing of the activities—but every principal has freedom in working out the kind of program that meets the need of his school. In February, 1925, according to a government report, there were 103 cities having one or more schools organized on this plan.

The results secured in terms of citizenship values and in the stimulating of cultural interests are regarded as exceedingly valuable by educators who are utilizing this socialized form of education with emphasis on play.

2. **The Physical Education Program**

The growing conception of the physical education program as having important values for the development of fundamental character traits, for citizenship and for joyous living is making the contribution of the physical education program of the schools a very vital one. Physical education programs have been greatly enriched by the passage in 33 states of physical education laws requiring that a certain amount of time be set aside for play activities. (See Appendix D for a brief description of course of study in physical education outlined by the Oakland, California, grade schools.)

3. **The School Playground**

In Section I, Chapter IV space requirements for school playgrounds were discussed and certain standards outlined. Because of its strategic location in regard to the child population of a city, its connection with the institution which has the child in its care for the greater part of its waking hours, and because the educational value of play makes its introduction into the school program logical and important, the school playground has a large part to play in the recreation program.

The school playground provides the necessary space for games and play at recess and for after-school play. School grounds have large use as summer playgrounds, very often under the auspices of the municipal recreation department or other group conducting the community recreation program. Athletic fields are maintained by many schools and these facilities, as well as playgrounds, are exceedingly valuable to the community recreation program. Through cooperative arrangement with the Board of Education, these facilities are being used in large numbers of cities by municipal recreation departments and similar groups. They are distinct assets to the community and their importance cannot be over-estimated.

C. **The Park**

The rapidly developing use of the park during the past two or three decades has made it one of the greatest factors in the leisure time movement. From the point of view of the play space and physical facilities which it provides, no leisure time agency has a greater contribution to make. Many parks and playgrounds for children, in addition, provide great spaces where band concerts and community sings may be given and

where festivals, pageants and civic celebrations may be held and outdoor games and sports such as tennis, hockey and similar games can be played by great numbers of people. Family recreation is encouraged by the park through the setting aside of picnic grounds where families and neighborhood groups come.

Hiking is one of the physical activities made possible by the parks, while camping within the past few years has come to assume an important place in the program of many parks. With the development of the recreational features of state and national parks in particular, camping has increased tremendously. This is true not only of the more informal type of camps, which the tourist camp represents, but of the more permanent camps established on park property by private groups and by municipalities themselves.

Through these and other facilities and activities the park is contributing largely to the physical recreation of large masses of people. Beyond this the park is performing an inestimable service in preserving the beauty of nature and in increasing vastly the enjoyment of people in outdoor life and their appreciation of it. Many parks have zoological gardens and natural history museums which add immensely to this phase of leisure time life.

D. **The Public Library**

The development of inner resources in the individual is one of the chief objectives of the leisure time movement. The public library is helping greatly to achieve this purpose by providing opportunity for the constructive use of leisure in reading and study. Further, the trend in the modern libraries is toward serving the more strictly recreation and social needs of the people. For a number of years many libraries have had storytelling hours for children. To-day they are in increasing numbers, sending storytellers out into the playgrounds and making their plant available as a social center. In some libraries auditoriums are provided for lectures, dramatics and social gatherings, and neighborhood organizations hold their meetings in rooms provided by the libraries.

E. **The Public Bath**

Many municipalities are providing public baths administered by a public bath commission, by the municipal body in charge of recreation or by some other city department. These baths have

an important part to play in the recreational lives of cities and many thousands of people are benefiting by them. Very often a recreation room is provided at the public bath, and social programs are introduced. (See Chapter IV.)

F. Other Municipal Agencies

A number of cities have municipal auditoriums where lectures, musical programs, dramatics and similar events are held. Still another municipal agency which is becoming increasingly important as a leisure time agency is the museum of art or of natural history. Such museums, many of which are found in parks, are the result of joint effort on the part of the city and private groups. Some of them are being developed in such a way as to enrich greatly the community's recreational life.

II. Private Agencies

Of the private agencies affecting the leisure time of the community and the individual, the home and the church stand out as the two great organizations which have through centuries influenced more profoundly than any others the life of the individual.

A. The Home

The home has not yet realized its possibilities as a recreation agency nor the value of play as a builder of family life. The home has the primary function of instilling right ideals of recreation which will persist through life and make for citizenship; but further, it has a definite responsibility in providing recreation activities for members of the family and for neighborhood groups which will help strengthen family life. Through home play and music, dramatics, storytelling and reading aloud, the love of fun and the love of beauty draw closer family bonds and furnish an invaluable equipment for later life.

1. Music in the Home

Early in life children should hear good music and should have it through childhood as a part of their experience. Every home should, therefore, have a piano or a phonograph or other instrument and books on music. The members of a family and, where possible, a group of neighbors should come together to play different instruments, to make up quartets and orchestral compositions or to sing old familiar songs.

2. Play in the Home

The Home as a Social Center.—The ideal home play program includes an evening story hour, a period of games and play several times each week, family dramatics and excursions and hikes. As the child grows older and outside social relationships more and more enlist his interest, the family play circle may be enlarged and the home may become the social center for boys and girls of the adolescent periods.

The Play Room.—Every home in which there are young children should have a room or at least a corner of a room reserved for their exclusive use. Sometimes an attic may be used. Apparatus such as swings may be put up and playthings and toys—most of them home-made—provided. A workshop for boys is practically a necessity. It needs no further equipment than an outfit of tools.

The Backyard Playground.—The home yard should be equipped for active play with home-made apparatus. Trees or ladders provide opportunities for swings, birdhouses and climbing. A sand box, see-saw, horizontal bar, game supplies, a tennis court, if space permits, and a play house will turn a backyard into a most desirable playground. Here the children may make their gardens and keep their pets.

Home Play Week.—A number of cities, in order to focus attention on the importance of home play, have conducted Home Play Weeks with demonstration centers, birdhouse building contests and similar activities.

B. The Church

Intimately associated with the home in the formation of ideals, in character building and in the setting of standards of right use of leisure time is the church.

Religion has been the foster mother of art as she has been of education. The religious impulse has been one of the vitalizing agencies that has brought into creative expression some of the greatest capacities for beauty that the human spirit possesses. Religion, like recreation, is a great and powerful creative force and by their common nature as ultimate and authoritative requirements of the human spirit, religion and recreation belong together. "The conservation of leisure time," says Norman Richardson in *The Church at Play,* "is the last great problem of service. Permanency of the Christian or any other form of

civilization is dependent upon its ability to use its leisure time for moral constructive purposes.''

The church is rapidly coming to realize its two-fold responsibility in the leisure time field:

1. **Toward Its Own Members**
   A program of social life for the church includes, among other activities, the appointment of a committee to plan socials and other events, the furnishing of the basement or a room in the church to serve as a homelike center for the church's social life, the giving of noon organ recitals and free concerts and the introduction of a program of religious drama.

2. **Toward the Leisure Time Life of the Entire Community**
   The church may help in this problem by throwing its influence back of the municipal recreation department or private group conducting community-wide recreation, by combining with other groups for Sunday afternoon sings and choir concerts, by the organization of interchurch leagues for basket ball, baseball, bowling, horseshoe pitching and similar activities, by taking active part in Christmas and Easter community celebrations, Memorial Day and other special holidays and by holding joint picnic and field days.

   That the church has awakened to its great opportunity is evident by the literature published by church groups which has appeared during the past few years and by the action which many churches have taken to create genuine social centers in the churches.

C. **Other Private Agencies**

While the home and the church are recognized as the two great private agencies most fundamentally influencing the life of the individual, there are many small group agencies which play a large part in providing the channels for the inter-play of human relationships which is the fabric of life. The individual lives in his group life; it is largely in his leisure hours that he makes contacts and establishes relationships which are necessary to his happiness and well-being.

These groups and agencies may be classified roughly as follows:

Recreation Agencies.—In many communities there are private groups known as Recreation Associations, Community Service or designated by similar names which are promoting

leisure time programs. (See Section II, B, for discussion of these groups.) There are, too, social organizations which are functioning for small groups in promoting social life. The recreational possibilities of country clubs, of private golf clubs and of athletic organizations, have long been recognized.

Cultural Organizations.—Little Theatre groups, dramatic clubs, community choruses and orchestras, musical organizations, clubs for art expression, sketch clubs, camera clubs and cultural groups of this type, are being conducted successfully in many communities and are making important contributions to the leisure time life of the community.

Civic Associations.—In this group may be included Girl Scouts, Boy Scouts, Camp Fire Girls and similar organizations which are reaching specialized groups and providing character-building activities and recreation for many thousands of boys and girls, neighborhood organizations, women's clubs, Parent-Teacher Association groups, improvement associations, the American Legion and many similar organizations which are touching the community's leisure time life from a number of different angles.

Religious Organizations.—Many organizations which are definitely religious in their objectives are developing recreational, social and educational programs. Among these may be mentioned the Young Men's Christian Association, Young Women's Christian Association, Young Women's and Young Men's Hebrew Association, Knights of Columbus and others.

Fraternal Organizations.—Through lodges of various kinds, such as the Masons, Elks, Moose and other groups, many individuals are finding expression for their desire for companionship and a broad social life. Increasingly, such groups are being brought into the community program.

Business Organizations.—Chambers of Commerce, Rotary Clubs, Lions Clubs and similar organizations are bringing into their membership large numbers of men who through this channel are not only enjoying a large degree of social life, but are giving definite service to their communities.

Educational.—Study clubs of various kinds, educational classes at social centers and similar meeting places are meeting the needs of individuals who make their leisure time the opportunity for increasing their knowledge along many lines.

Many other agencies of these types might be mentioned.

There are, too, the activities of the industrial and commercial concerns in providing recreation activities and promoting programs for their employees, including athletic fields and game courts, dramatic and musical activities and in some instances summer camps.

It is impossible to over-estimate the importance for the community recreation program of the spontaneous, informal group life which is everywhere making itself felt.

D. Commercial Recreation Agencies

One great private agency through which the American people are making use of their leisure time is that represented by commercial recreation—the varied forms of entertainment such as moving pictures and dance halls which are operated distinctly for profit, for the personal gain of the individual or group in charge. The tremendous appeal of these forms of entertainment, the vast numbers of people reached, make commercial recreation a force in American life. Much of the recreation provided through commercial sources is wholesome; much of it is harmful.

The most serious problem presented to-day in the commercial recreation field lies perhaps in the fact that through much of it passive forms of recreation are being encouraged to the exclusion of the active participation which all children and adults need. Through recreation which is wholesome the more unruly of our desires are sublimated and demoralizing sports are replaced by stimulating games. Passivity in recreation, on the other hand, is not only apt to be a waste of precious time and worse—especially where children are concerned—but it has a tendency toward the demoralization of active, wholesome sport, stimulating the gallery player and the spirit of "anything to win." "The parasitic onlooker," says Prof. Ross of the University of Wisconsin, "is to blame for monstrous and demoralizing excess in sports. Among us are those who participate by inner imitation in the contests of professionals when they should be in games of their own."

1. The Moving Picture

Through the efforts of the National Board of Review of Motion Pictures and other agencies, the pressure of public opinion and the constructive work of producers and exhibitors, the motion picture industry to-day is in a much better condition than in the early stages of growth of the industry. Many

educational films are shown and much valuable information is disseminated through the motion picture. Better Films committees working in many localities are doing a splendid work in securing for local showing good types of pictures and in arranging for special matinees for children. The Public Relations Committee made up of representatives of a number of organizations has taken forward-looking steps to create standards of taste. There has been a great improvement in type of motion picture halls, and legislation regarding ventilation, fireproof construction and the attendance of minors, is helping in the safeguarding of health and moral well-being of those attending.

Although a great majority of the patrons of motion picture theatres are adults, it is estimated that 400,000 children in the United States visit picture shows and cheap theatres daily and from one-fifth to one-fourth of the motion picture audience is composed of children.

However wholesome the film shown, too frequent attendance at the movies must inevitably mean that a child is devoting to a passive form of recreation time which might more advantageously be given to active participation in play with its health and character-forming influence. For the adult recreation should furnish relief from nervous strain. Unfortunately, the tendency of flickering lights and in some instances, of the type of picture shown, is toward nervous instability. As in the case of children, the adult through constant attendance at motion picture theatres is losing opportunity for active participation in play and for the creation of social relationships.

2. **The Dance Hall**

Because of the pressure of public opinion and legislation, the dance hall evil is not so pronounced as it was in its early history. With the abolition of the saloon through the adoption of prohibition, many of the most serious objections to public dance halls have been eliminated. There are often, however, a lack of supervision, a general relaxation of standards, a freedom of tone and an opportunity for promiscuous acquaintanceships which are menaces. There must be strict regulation and control of the dance hall by the municipal authorities. All halls should be properly licensed, with special

permits issued when particular groups conduct a dance. A suitable closing hour should be insisted upon; disorderly dances forbidden and no person under eighteen should be admitted unless properly chaperoned by parent or guardian. Adequate cloakroom and checking facilities, good music and well-qualified supervisors and chaperones are important elements in dance hall control.

Experiments in model dance halls have been tried in a number of cities in an effort to maintain such high standards that objectionable features would be entirely eliminated. The success of the majority of these experiments has not been marked and the dance hall, however well managed and supervised, can not provide a substitute for small group dances conducted by local groups.

Recreation centers and clubs, such as the Friendly Social Club promoted by the Detroit Recreation Commission, are furnishing the opportunity for dancing under wholesome conditions. Such recreation agencies are also doing valuable service in substituting other forms of social recreation so that the sole emphasis will not be on dancing. The emphasis on the dance hall problem, as with the motion picture, must be on forms of constructive recreation which will prove more attractive than the entertainment which the dance hall has to offer.

3. **Other Forms of Commercial Recreation**

Pool rooms, bowling alleys, amusement parks, bathing beaches, cheap theatres, vaudeville shows, penny arcades and skating rinks represent forms of commercial recreation which may have bad physical and social effects, according to the social and physical environment and the supervision provided. Other forms of commercial entertainment include professional athletics such as baseball, boxing and wrestling.

These, then, are some of the forms of commercial recreation which are absorbing millions of the hours of leisure time of the American people. In any program of community recreation it is important that standards in commercial recreation shall be maintained at as high a plane as possible through the influence which public opinion can bring to bear, and that as far as possible a proper balance shall be maintained by the recreation commission in a constructive, active recreation program which means participation.

SECTION II

METHODS OF ORGANIZATION AND ADMINISTRATION

Facilities for play are important in that they provide the favorable environment and the physical background which are necessary. Leadership vitalizes the facilities, makes possible the use of vacant lots, streets and all available space and brings about their functioning for human happiness. Existing agencies, public, private and semi-public, through which people express their play impulses are fundamental to a community-wide program. But leadership and facilities must be related and channels provided for conserving and extending their values; an interweaving of agencies is essential if they are to be fully effective. It is through organization that facilities, leadership and agencies are interrelated and permanence given the play structure.

Organization does not detract from the freedom of play. Rather it provides the means through which individuals in community groups may best make their contribution to the program and participate in it. It focalizes all community effort in the leisure time field. It is only through organization that an adequate play program can be built up and maintained.

In planning for a community-wide leisure time program which will be permanently effective, giving the greatest opportunity for freedom, there are many practical questions and methods to be considered. What are some of the principles of organization involved? How do cities go about the problem of organizing for a community-wide program?

I. Organization for Community Recreation

A. The First Step

The first requirement for organization is that there shall be a group of people—the nucleus of which may be one interested individual—thoroughly convinced of the values of the leisure time movement and eager that their community shall have the benefit of such a program. Appreciating the value of expert leadership in recreation, such a temporary group will often call

in a trained organizer in the leisure time field to work with it. If such an organizer is called in, he will in cooperation with the local group first take steps to discover local needs and existing resources which may be used in meeting these needs. Or the local group itself will make an effort to learn the facts about the community.

B. Getting the Facts about the Community—The Recreation Survey

To prevent waste through misdirected effort communities are beginning more and more to approach leisure time problems in a scientific spirit. They are conducting studies known as surveys and upon the basis of the facts gathered immediate and future plans and programs are being prepared.

Recreation surveys are of two kinds:

1. *The Brief Practical Survey.*—The quick stock taking of community needs and resources, designed to give sufficient information to enable a community group to initiate an appropriate program.
2. *The intensive survey,* representing an elaborate study and compilation of detailed facts regarding community facilities and groups.

While the intensive survey is often desirable, the needs in the leisure time field are usually so great that such a survey may mean loss of valuable time. Moreover, it is obvious in practically every community without an extended study that its recreation resources are inadequate. Surveys are useful in calling public attention to the fact, but a community need not wait to make an intensive study before starting a program. Such a detailed study may follow the organization period.

In conducting the intensive survey it is customary for the group in charge to call in a specialist or group of specialists from a national organization specializing in the field of recreation to take actual charge of the survey work. Studies may be made and the report compiled entirely by the specialist with the incidental assistance of all local institutions, agencies and organizations having information to furnish; or the specialist may help the agency or authorities responsible for the survey to form a number of local committees to conduct the different phases of study, providing these committees with suggestions and cooperating with them from time to time until the information is

collected. The specialist takes this information, and in cooperation with the various committees analyzes it and compiles the final report.

The analysis which the survey in its final form presents is of great importance, for a mere compilation of facts without an attempt to interpret them and to apply them to local needs will fall far short of the purpose for which surveys are made. The recommendations for form of organization, administration and program which accompany the findings represent the most valuable part of the study.

(See Appendix E for list of some of the facts to be secured in a survey.)

C. Taking the Next Step

The facts learned from the survey regarding the way in which the people of the community are using their leisure time, the resources available, the lack of normal play life which exists, should be brought before the public. Here the local press can be of assistance. Further steps must be taken to arouse the interest of the public through personal interviews with people who can help and through presentation of the subject before such groups as the Chamber of Commerce, Rotary and Kiwanis clubs; labor unions, women's clubs, Young Men's Christian Associations, Young Women's Christian Associations and all civic and social groups.

When interest has been aroused and the attention of influential leaders and groups focused on local needs, the question of the form of organization to be adopted naturally presents itself to the group.

Local needs and conditions must determine what the form of organization shall be, and the study which has been made should throw light on the question as to whether the work should be administered by one of the existing municipal bodies such as the Park Board or School Board, whether a Recreation Commission or Department should be organized or whether the program may best be carried out by a private group. Very often the organization of a private group, particularly in small communities, presents the best means of initiating the work. Such a group, however, will constantly look forward to the time when a public appropriation can be secured and the responsibility for the work assumed by the municipality.

More and more recreation leaders are coming to feel that in each case where there is a municipal recreation department there ought also to be an organized private group of citizens to stand back of the municipal recreation system, to initiate activities which for some reason the city may not be able to carry on, to give publicity to the movement, to raise funds to supplement city appropriations and to represent the organized public opinion of the city which will bring pressure to bear in securing larger appropriations and in safeguarding the work if it should be at any time in danger of curtailment.

D. Recreation under Private Auspices

In making further study of conditions, conducting institutes or carrying on a piece of advanced or experimental work it is necessary to keep together such a group for more than a brief period.

If it is decided to inaugurate the work under private auspices, it will be well for the initiating group as a next step to call a general meeting where local needs and conditions may be presented. It is desirable to get action through the appointment of a committee, to nominate officers and to prepare a form of organization for presentation at the next meeting. (See Appendix F for suggested constitution for a private group.) It is often helpful to have an outside speaker at a meeting of this kind to present the scope of the recreation movement and to tell what other cities are doing.

At a second meeting in the near future the organization may be completed. The group selected to take charge of the work should be made up of thoroughly interested individuals and it is well to have them as far as possible representative of the more important interests touching the leisure time field. Experience has shown that it is preferable for such a group not to be made up of delegated members from organizations who must report back to their groups before decisions can be made.

It is usually advisable to have a governing committee or Board of Directors large enough to be generally representative—from twenty to thirty people may compose the Board—with an executive committee small enough to be an effective working group. A membership of from five to seven individuals is usually satisfactory for an executive committee. Such a group may be known as Community Service of Xville, Xville Recreation

Association or may be designated by any name which it may desire.

Where there is no municipal recreation department or municipal body conducting the work, this group will perform the functions of such a body, raising funds and seeing to it that a program of playgrounds, community centers and community-wide activities as nearly adequate as may be, is provided under the leadership of a trained worker responsible for the development of the work. The ultimate aim, however, will be the creation of a municipal body to conduct the work.

E. Publicly Maintained Recreation

While private groups of citizens have a very important function to perform in relation to the community recreation movement and very often such groups must be responsible for initiating a program, the administration of community-wide recreation is primarily a municipal function of equal standing with other functions of the city, such as the administration of schools and protection of the public health. It should be supported by public funds raised through taxation. Provision of reasonable opportunity to enjoy comradeship, to take part in exhilarating sport and in the creation and appreciation of art and music is the carrying out of that purpose of promoting and safeguarding life, liberty and the pursuit of happiness for which the government of this country was created.

Since the administration of a leisure time program is a municipal function, which group shall be responsible for its administration—the Park Board, the School Board or some other existing municipal group, or shall a special Recreation Commission be created for the purpose?

1. Chief Administrative Bodies—Advantages and Disadvantages

There is no general rule which will apply in all cases, and the question can be answered in each instance only after a careful study of the local situation. The several types of organization and administration have characteristic elements of strength and weaknesses varying more or less with local conditions. A brief consideration of them follows:

a. *The Park Board*

The advocates of the Park Board as the administrative body contend that the splendid facilities which the Board

control and the fact that parks exist for the recreation of people make it the proper group to take charge of the work. It is true that the facilities which many park boards have enable them to care admirably for outdoor activities, but indoor recreation must necessarily be limited in most instances unless through the expenditure of large sums of money special field houses or recreation buildings are erected. Park centers are often remote from the people. Further, the Park Board does not always have the experience in social and general educational problems which is essential in community recreation.

b. *The School Board*

There are many strong reasons urged by advocates of the school board for its consideration as the administrative authority. The school, its supporters say, has prestige and is a permanent organization, sometimes with taxing powers. It has the ready support of the public; it is intimately in touch with the juvenile population and has playgrounds and facilities for social recreation. Moreover, play has great educational value, and the need exists for organizing and administering the play of pupils for educational purposes.

Those who believe that the school board in most instances cannot adequately administer community recreation feel that school boards are apt to be conservative about the use of their property and sometimes lack an appreciation of the community value of play, especially for adults. Schoolyard space is often inadequate, and the majority of existing school buildings are not well adapted to social center use, though this condition is being remedied to a large degree as new school buildings are provided. The school board is already loaded down with work and if any phase of its activity must be curtailed because of lack of funds or inability to carry the work, it is likely that the recreation features will suffer.

2. The Recreation Commission

Because of some of the difficulties outlined, there is a distinct tendency, particularly in larger cities, toward the plan

of having a recreation commission or board to administer the community recreation program. Such a board usually has on it representatives from the School and Park Boards and members from the community at large whose appreciation of school and park ideals and of community recreation fit them to take the leadership in the movement. A body of this kind officially appointed will have the widest jurisdiction over recreation activities. They will see to it that the facilities provided by the park, the school or other municipal departments and of private groups are used to the best possible advantage for all of the people. In some cities the work is in charge of a recreation commissioner who is directly responsible to the Mayor and City Council or the City Manager.

a. *Advantages of the Recreation Commission or Board*
Some of the advantages of a recreation board over other city departments as the managing authority have been stated as follows:

(1) A recreation board provides the one coordinating body through which representation of all groups whose property must be used in the operation of an economical recreation system is secured. Through a recreation board all the resources of all the departments of the city may be utilized.

(2) Boards appointed for other purposes are usually loaded with work and find it difficult to give recreation interests adequate attention. The members of a recreation board are selected with the single purpose of recreation in mind, and recreation interests are likely to be kept more permanently before the community if a separate board with an efficient superintendent of recreation is at work.

(3) It is easier to secure an adequate appropriation for recreation in the beginning if the question of an appropriation for playgrounds is not confused by being combined with that of a large appropriation for parks and boulevards or for education.

(4) The problems of recreation in a city are so large and varied as to require the individual attention of the strongest possible municipal board needing all the time the members of an unpaid board can give.

b. *Legislation for Recreation Commissions—State and Municipal*

The creation of municipal recreation commissions or boards and the establishing of year-round recreation systems are being facilitated by legislation. Twenty-one states now have enabling acts making possible the creation of recreation commissions. According to the terms of these laws, the common council or existing governing body of the city may establish a recreation commission which is generally composed of five members appointed by the Mayor or trustees to serve for terms of five years or until their successors are appointed, except that the members of such board or commission first appointed shall be appointed for such terms that the term of one member shall expire annually thereafter. The commission has the power vested in it by the governing body of the city, to provide, establish, maintain and conduct a system of supervised recreation including the following activities; playgrounds, athletic fields, gymnasiums, public baths, swimming pools and indoor recreation centers. The commission may employ leaders, playground directors, supervisors, recreation superintendents and such other officers and employees as they deem proper.

Twelve states—New York, New Jersey, Indiana, Iowa, Ohio, Illinois, Kentucky, Georgia, North Carolina, Florida, Virginia, and West Virginia—have the provision that upon petition of a designated percentage of the qualified voters, the question of setting aside a special tax millage may be voted upon at a regular or special election. Other states are rapidly being added to the list.

(See Appendix G for a copy of West Virginia Act.)

Where enabling acts do not exist, the city desiring a commission may appoint one under a special statute. In some instances provision for recreation has been written into the city charter or in amendments to the charter, through which recreation activities and facilities have been provided by vote of the people.

F. Some Fundamental Principles in Organization

1. Neighborhood Organization

Whether the organization and administration of community recreation is placed in the hands of a public or private group,

there are certain principles of organization within the general plan of work which are of fundamental importance. Of these there is none more important than the basic truth that no recreation program can be fully effective or lasting unless it is rooted in neighborhood life. The community-wide program must therefore have as its basis neighborhood organization.

Neighborhood organization reduced to its simplest terms is a form of organization effected by building on the interest and activities which grow up around the playground, school center or any organic group in the neighborhood. The conviction is growing among leaders in the community recreation movement that the organization of neighborhood groups with their common interests and problems is one of the most effective means of making the movement permanent. Organization may be very simple and informal or it may be based on a well-elaborated plan of action. It may be developed as a result of the effort made to meet some neighborhood need, or an organization may be effected to meet particular needs which have arisen.

The community-wide group in charge of the administration of recreation whether it be a municipal recreation department or private group, has an important function to perform in providing the leadership which will keep alive the neighborhood organization without exercising a control which will in any way detract from the autonomy of the neighborhood group. A helpful relationship is sometimes effected by having a representative from the neighborhood groups serving as a member of the central governing body.

Among some of the general principles underlying neighborhood organization are the following: Neighborhood organization should grow out of some neighborhood need and should be continually discovering neighborhood needs. It should be as democratically supported as possible, the members of the association determining for themselves what the dues shall be. It must start exactly where the neighborhood is and not try suddenly to raise the level of neighborhood tastes and interests. It should have a simple form of organization. It should use existing neighborhood facilities as far as possible—the school buildings, the libraries, the backyards and homes of the members. Neighborhood work should use volunteer service as much as possible and should secure active

participation on the part of a large number of neighborhood people. Back of each playground and social center should be a neighborhood committee definitely responsible for the work. The activities of the neighborhood organization should be a definite expression of the desires of the people. Neighborhood organization provides a splendid channel for securing the participation of foreign-born groups. The natural tendency of neighborhood associations to want to work together should be encouraged and it is well for them to come together from time to time on some general community activity.

(For suggested constitution of neighborhood organizations see Appendix F.)

2. Linking Up Private and Public Groups

There can be no hard and fast method for organizing a community for its leisure time life. The important thing is that the form of organization shall be non-partisan and democratic in that it is representative of the entire community, that it shall take into account all community groups and that it shall recognize the importance of a sharing of the responsibility for community-wide recreation by private citizens as well as by the municipality. What is vital is not so much the form of organization as the degree of cooperation which the group in charge can secure from governmental departments and private groups having facilities which should be utilized. It is a fundamental principle in the leisure time field as in all fields of civic endeavor that there must be a close linking-up of private groups with the public agencies which are the normal democratic expressions of a city's life. The interweaving of these interests in effective cooperation offers a tremendous challenge to the genius of community leadership in the leisure time field.

II. The Administration of Community Recreation

A. Some Administrative Responsibilities

1. The Recreation Department as a Service Bureau

The group in charge of administering recreation has the responsibility for providing recreation facilities, a program and leadership for all groups in the community, for both children and adults, during the entire year. It must make

possible at all seasons of the year appropriate programs of activities.

Many of the play spaces used may not belong to the Recreation Department; the facilities on which it operates may be the property of the School Board, the Park Board or private groups. Nevertheless, while multiplying its leadership through the training of volunteer workers and enlarging its scope of activities by the use of properties belonging to other groups, as the body charged with the responsibility for the program and the expenditure of public funds, the Recreation Department must assume responsibility for the entire program.

The recreation department is primarily a service bureau working with all city departments and private groups, helping them in the training of leaders, standing ready to provide programs and information as well as leadership and making itself felt throughout the entire range of community life as a non-institutional agency.

2. Importance of Operative Functions

A recreation system, particularly in a large city, is a business as well as a recreation and service agency. Property must be accounted for, lands purchased and improved, public funds handled and there must be an organization of departments to care for the various phases of the work. One of the chief problems, therefore, of the recreation executive and his board, is that of creating the machinery which will keep the recreation wheels running.

The operative department which has to do with the actual control of facilities and activities should be as strong as possible. Through this department problems of leadership and the securing of workers must be solved and the program built up and administered. Other departments such as construction, maintenance and clerical exist to serve the operative department and to provide the tools for work.

3. Business Responsibility

a. *Records*

The recreation department of a municipality or a private group administering recreation will find the following records valuable:

Minutes of governing board, including copies of all resolutions adopted

Careful and detailed account of all funds received and expended

Copies of all communications, reports, requests, requisitions, applications received

Copies of all letters, reports, news items, permits, orders, instructions, requisitions sent out

Records of all activities, festivals, pageants, athletic meets, leagues and schedules

Inventories of all property and supplies belonging to the department

b. *Securing Land*

The securing of adequate play space is one of the primary responsibiliites of the governing board. There is very little danger of securing too much land. Experience has shown that large play spaces will always be used and that neighborhoods rapidly grow to a point where the land secured will offer no surplus space. It is always the part of wisdom to secure land before it is built upon.

Land may be obtained by purchase, gift or by condemnation proceedings. It may be paid for directly from taxation or through bond issues.

Before land is purchased for a playground, a study should be made to show the need for the ground in that particular district. Prices are secured, favorable sites considered together with petitions which may have come in and conferences are held with city officials and private groups. As soon as the land has been purchased or before, plans are drawn showing the possible layout and equipment of the land. Contracts for grading, surfacing, fencing, constructing buildings and apparatus must be let, executed and supervised. All this means thought and work for superintending, clerical and constructing forces.

c. *Supplies*

The problem of athletic supplies such as baseballs, bats, basket balls, quoits, bean bags and similar supplies is ever present. It is necessary that all possible precaution be taken against loss and extravagance in the use and distribution of supplies. Very often an allowance of supplies is

made each ground, dependent on its size and attendance. Before sending supplies to the playgrounds some departments mark them all with the name of the playground and the director is required to return a worn article before securing a new one. Repaired articles are kept on hand in the supply room and returned to the ground from which they originally came.

The recreation department which fulfills its function as a Service Bureau will have on hand such supplies as a picnic kit to be loaned to local organizations. A kit of this kind consists of a bag about 3½ feet high with a diameter of approximately 18 inches, which should contain the following or similar equipment: 2 indoor baseballs, 2 12-inch and 2 14-inch outside-seam baseballs, 12 picnic balls, one volley ball and net, one tug-of-war rope, 1½ inches or 2 inches, 25 feet long; two or more sets of horseshoes and iron pins, ¾-inch iron; 20 burlap sacks for sack races; 20 skate straps for three-legged races and 2 basket balls. There may also be two clothes lines to stretch for start and finish of dashes; a pair of boxing gloves; four blinders such as used by lodges in initiations; two dozen clothes pins; four sets of letters for spelling races, each set a different color; a pump and lacing needle; a box of soda crackers and song sheets. The department should also be in a position to supply a program and a leader for the clubs wishing to use the kit.

Song sheets are another type of supply which the recreation groups should be prepared to furnish. One city owns scenery consisting of seven-foot frames panelled and covered with wall paper, lighting apparatus and costumes, all of which it loans to community groups. Some departments have at their offices model stages, books on recreation, and similar sources of information which can be loaned out.

B. **Financing Community Recreation**

No problem weighs more heavily upon the recreation executive and his Board than that of financing the work. The financing of community recreation involves two main factors—the preparation of a budget and the actual raising of the funds for which the budget calls.

1. **The Budget**

The budget is a balanced statement of estimated revenues and expenditures for the ensuing fiscal period, usually a year. It is essentially a document for purposes both of information and of recording and must be comprehensive, complete and detailed. The budget is a most useful tool for planning the expenditures of a local community recreation organization, so that disbursements are made only when funds are assured to cover them and the full income assured is expended in such a manner as to secure, in accordance with approved plans, a maximum of service to the community for the support which it gives. The budget provides a method for securing the active interest of members of a board of directors in raising additional funds for activities in which they are particularly interested, where such activities cannot be provided for in the regular budget. It necessitates a careful study of the year's work and a thorough knowledge of the program; it helps remove the temptation of trying to appeal for funds on the basis of a general, indefinite, projected program and the carrying on of the work on a monthly planning basis. It makes for public confidence in the administration of the affairs of the organization and thus helps to secure an increased membership.

A budget must work toward a distant goal. The recreation executive should have in mind a five- or ten-year program of development for the city and should take the public into his confidence regarding it so that the citizens will come to see what it is and will believe in it.

The importance of proper budget keeping where municipal funds are involved cannot be over-estimated. Failure to observe the fundamentals of budget making and to keep within the budget has proved disastrous to a number of municipal recreation systems. It is absolutely essential that the superintendent of recreation shall thoroughly understand all municipal requirements regarding the budget and the business involved in his position.

A municipal recreation system, as it grows, constantly requires more funds to meet the demands made upon it. The superintendent of recreation and his governing board must be alert to put in requests for increased funds at the time the budget is made up, and, if necessary, public opinion must be

aroused and pressure brought to bear. The necessity for constant education of the public regarding budgets is as important for municipal recreation as for a privately maintained leisure time program. In the matter of budget increase and of publicity for a broader program, a private group of individuals back of municipal recreation can give invaluable service.

a. *Essentials in Budget Planning*

The first essential of budget planning is good program planning. Well in advance of the beginning of a new fiscal year the program of work for the year should be carefully outlined and the cost determined. On the basis of the money available, the program will be modified or enlarged.

A community recreation budget is not a legal document; it is rather a guide to wise administration and requires a certain flexibility if its fullest value is to be retained. However, it is essential that the local executive make no major modifications of the approved budget without the previous formal approval of the board of directors or his committee. To do so would defeat the most important purpose of the budget—the protection of the executive and the organization in its administration of the funds they are expending as trustees for the community.

b. *Estimating Revenues*

An estimate of the probable revenue of the organization should be made with due allowance for resignations, uncollectible pledges and other shrinkage with conservative credit for new members and revenue producing activities. The percentage of allowance for reduction usually varies from 5 to 10 per cent. Local conditions must determine this.

c. *Estimating Expenditures*

An estimate of probable expenditures for administration and for the various activities planned in the program is important. This includes cost of service, rentals, material and other items necessary to the conduct of the work. A helpful budget cannot be worked out except on a definite basis of activities and service. There are certain fixed expenditures which can be definitely determined. The

expenses which must be provided for because of special holidays or special activities such as music, drama and play centers can be carefully estimated when the details of these activities are studied and thoroughly understood.

d. *Budget Grouping*
It is desirable to have a budget grouping of expense items which will show the cost of work by activity and service items of the organization with the administrative items distributed among the other activity or service items in accordance with the proportion of administrative time and effort expended on the carrying out of these activities. This form of budget is helpful for use with members, contributors and in interesting prospective members.

e. *Periodical Statements*
Frequent periodical statements should be made comparing estimated income and expenditures with actual income and expenditures to make sure the expenditure of funds is being carried on in such a way that the income will be sufficient to carry the program of work through the fiscal year. It is undesirable to have to appeal to the general public for support more than once a year.

2. The Campaign for Funds for Privately Maintained Recreation

For the support of privately maintained recreation, it is necessary to conduct yearly campaigns for funds, though the continuous work of building up the machinery, of educating people regarding the work and keeping them interested must go on throughout the year and the finance committee must be so organized that influential people who are able to raise money shall be educated regarding the work and will assume responsibility for raising the funds.

It has been suggested that some of the essentials in money raising are the following:

a. Do good work.
b. Keep your contributors and others continuously informed as to what is being done.
c. Interest a few individuals deeply and get the strongest people in the community behind the work.

d. Train volunteers in telling the story of the work and make the story human, not abstract.
e. Work incessantly on money raising in every department throughout the year.
f. Budget your work and work within the budget.
g. Start five times as much money raising effort as you think needed to raise the budget voted.
h. Keep money in the bank at least one month ahead irrespective of the amount of pledges on hand.
i. Close every year without a deficit.

The education of the community is one of the most important features of the campaign for funds. This education must be carried on previous to the campaign and during it through newspaper publicity, specially prepared printed appeals, posters, window displays and similar devices, moving picture films and slides showing recreation, and through letters and interviews.

The intensive drive for funds is the usual method for raising money in a short period. Many communities believe that a membership drive should be made an important part of the campaign. In this way, many people are interested and the membership fees collected help to swell the amount. It is important, however, that large gifts shall also be secured.

In some cities funds for community recreation are being provided through a community chest drive—a form of campaign in which community groups, industrial plants and individuals give in one combined drive contributions for the different social and civic agencies of the city which have united for the campaign. Where funds are available through this source, it is important that the budget committee of the community chest shall be educated regarding the importance of the community recreation work.

C. **Publicity for Community Recreation**

There is need for publicity for community recreation not only before and during the financial campaign but throughout the year. The movement must be kept before the public continuously through the newspaper, the published material of local groups, through presentation before the agencies of the community by the director of recreation and his board members, and through demonstrations and play festivals. It is well to have on hand

plenty of good photographs showing activities. Members of the organization and contributors to it should receive invitations to community sings, plays and other community events.

A number of recreation officials have found it helpful to enlist the interest of an advertising man in the community who will serve as an advisor in matters relating to publicity. Often it is helpful to have a publicity committee.

The best publicity, however, comes through actual participation and those who take part in the community program, who find through it companionship and satisfaction of their social needs, are by far the most effective publicity agents for the movement.

III. Organization for Rural Districts

Increasingly, recreation executives in urban communities are realizing their responsibility toward outlying rural districts and small communities and are helping in the training of leaders and in program planning. This form of service is necessarily limited, however, and the organization of the leisure time life of the rural community is, for the most part, the responsibility of local, private groups and individuals, though outside national organizations may sometimes be called in to help. A number of rural leaders have pointed out the danger which lies in using the recreation approach to a rural community as a means for trying to put over some other kind of a program.

The methods of organizing community recreation in rural districts are different in many respects from those employed in organizing for work in urban communities. Lack of many of the organized groups which exist in cities, the absence of centralized municipal units and of many of the facilities which are to be found in urban communities, the scattered population and similar considerations make the problem not only different but, in many ways, more difficult.

There are in many rural districts a number of organizations which are contributing much to the social life of the district. The County Young Men's Christian Association and Young Women's Christian Association, the Farm Bureau, the Grange, the County and Home Demonstration Agents working with the Extension Departments of State Universities, the Red Cross and similar organizations, are important factors in rural life. Around the church and the school much of the social life of the rural district can be made to center.

Organization in rural districts has sometimes taken the form of community clubs or rural clubs with simple constitutions, which hold

social evenings and carry on musical, dramatic, health, athletic and other activities which are of interest to them.

The work of the Cooperative Education Association of Virginia in the development of community leagues for rural districts has been notable. Through it the educational forces and the influences of the home have been brought together and sentiment has been aroused for better schools, roads and streets, improved health, home and farm conditions. The Association fosters, in addition to the community leagues, junior community leagues, county federation leagues and state conferences of community leagues. The committees in operation usually include education, entertainments, social and recreation life, civic, moral and home improvement, food production and conservation, roads and streets, health and sanitation, publicity, membership and citizenship.

The Extension Division of the College of Agriculture, University of West Virginia, has been a pioneer in the use of the community score card through which the status of the community is measured in terms of community spirit, citizenship, recreation, health, homes, schools, churches, business and farms. This method is proving very successful in stimulating communities and building up community morale. The camps conducted by the West Virginia Extension Division for boys and girls of rural districts and for farm women are splendid examples of the activities which the States Relations Service of the government is conducting in cooperation with universities.

Recently the trend in organization in rural districts has been toward the county as the unit of organization. In North Carolina, work is conducted under the county unit system administered by the State Board of Public Welfare which is supported by public funds. Westchester County, New York, through state legislation has secured a County Recreation Commission, money has been appropriated from County funds, and the recreation executive and her staff are promoting work in small communities throughout the County, organizing local recreation committees, training volunteers, arranging Play Days and organizing dramatic and musical groups throughout the County to come together for joint events. This form of organization has distinct administrative advantages in making possible recreation opportunity for large groups of people in rural and small communities.

(For additional suggestions see *Rural and Small Community Recreation,* a hand book published by the Playground and Recreation Association of America.)

QUESTIONS AND SUGGESTIONS FOR CHAPTER V

Section I

1. Through what processes may play best be made to function in the school program?

2. How is play being woven into the modern physical education program?

3. List the recreation activities which may be provided through the parks. For children. For adults.

4. Suggest some of the ways, other than those mentioned in the text, in which the public library may contribute to the community recreation program.

5. What public agencies are there, in addition to those listed, which touch the recreation field?

6. The home, it is frequently said, is not measuring up to its responsibilities and many of the present-day evils among young people could be prevented, it is believed by many social and civic workers, if parents would share to a greater degree in the recreation life of their children and if the home were more of a social center. Suggest a program of home recreation to help meet this situation.

7. What is the function of the church in relation to the community recreation program? In what definite ways can it promote recreation?

8. Attempts have frequently been made by churches to establish recreation centers in their buildings for the entire neighborhood or community. What are the possible limitations to what the church can do along this line?

9. What contribution can civic, religious and other community groups make to the community recreation program?

10. What is the relation of the municipal recreation department to commercial recreation?

11. Can the community recreation system ever become a complete substitute for commercial recreation?

12. What are the arguments for and against the supervision of dance halls by the municipal recreation department?

Students may be asked to list all the public and private agencies which usually function in the average community, to suggest what contribution each can make to the community recreation program and how through organization a unified plan of operation may be worked out in order to secure maximum service for the community. They may also learn what is being done through the schools, parks and other public agencies of the community in which they are living. Is there a compulsory state physical education law under which the schools are operating? If so, a study should be made of the provisions of the law.

There is a growing interest in the recreation possibilities offered by museums. Developments along this line may well be studied.

In any consideration of commercial recreation it will be well to have a report of the movement on foot to maintain high standards in motion pictures which is repre-

sented by the Committee on Public Relations, 522 Fifth Avenue, New York City. Other efforts to create better conditions in the motion picture industry should be studied. Reports on dance hall investigations in New York, San Francisco and other cities and suggestions for the standards which should be set up form the basis of an interesting discussion. Local recreation opportunities should be studied, as well as the facilities and activities offered through municipal agencies.

Section II

1. Outline the steps you would take in organizing a municipal recreation system in a community of 10,000 people; of 50,000; of 100,000; of 500,000.

2. In your estimation, does administration by a municipal recreation commission or board have advantages over administration by some other municipal department? If so, state your reasons for this.

3. In some instances it is desirable for recreation to be administered by a private group. In your estimation, under what conditions does this statement hold true? What should be the ultimate purpose of the private group?

4. What is the function of the private group organized to promote recreation in relation to the municipal recreation commission or other public body maintaining the program?

5. How do the Home Rule bills which have been passed aid in the development of municipal recreation? What is the value of the referendum feature?

6. Why is neighborhood organization fundamental to the community recreation program? What are the principles involved? How can the neighborhood organization assist the whole community recreation program?

7. What steps would you take in organizing a neighborhood for a recreation program?

8. In what respects do methods of organization for recreation in rural districts differ from those used in urban communities? What are the fundamental principles to be kept in mind?

9. List the responsibilities involved in administering a recreation system. What are the duties of a recreation executive as a administrator?

10. What are some of the advantages in having a municipal appropriation? In having funds privately raised? Why is budget planning of such fundamental importance?

11. Suggest ways through which the activities of the community recreation program may be kept before the public.

In presenting the subject of form of organization, there may be a debate on whether the administration should be under the school board, park board or other municipal group or under a municipal recreation commission.

In a discussion of publicity, it is suggested that the students be asked to devise slogans for use in a publicity campaign and that they draw up material on the general community recreation program for use in newspapers.

Among the projects suggested to the students for their solution may be the drawing up of budgets which will indicate what part of the budget should be devoted to leadership, what to equipment, etc; and how the items should be arranged.

Studies of laws making possible the creation of year-round recreation systems will be a fruitful subject for a number of the students to undertake.

SOURCES OF INFORMATION—CHAPTER V

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CHAPTER VI

THE GROWTH OF THE COMMUNITY RECREATION MOVEMENT

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The community recreation program as outlined, the discussion of play facilities and all forms of organization present something of a picture of the community recreation movement as it exists to-day and gives some conception of the ideals toward which American communities are working in their play life.

Into the making of the community program, as it is conceived of to-day, have gone the play traditions of centuries, the play life of many nations and the gifts of many civilizations, old and modern. To follow the development of the recreation movement in America, it is necessary to know something of the history of play in foreign countries; to understand its significance in the life of the nation, it is important to have some conception of its sources and its influence on various nations. For the character of the amusements which occupy the leisure hours of a people may change profoundly not only the habits of the individual, but the character of the whole people. A study of the types of recreation indulged in by nations which have led the world shows the parallelism between the sports and pastimes and the general character of the people.

I. Early Beginnings of the Play Movement

So universal is the impulse to play, so fundamental is it to life, that there is no part of the world in which play and play traditions do not exist in some form. From the earliest traces of the existence of man records have been left which throw light upon the play activities of those early days when man first walked on the earth.

Primitive man with sticks and stones devised simple games and found in the hunt and outdoor life a source of recreation. A study of the play activities of a number of tribes lowest in culture and civilization shows various forms of play.

* This brief outline of the historical development of the recreation movement will later be supplemented by a more detailed description of the origin of the movement and of the play life of many foreign countries.

A. **Play in Earlier Civilizations**

In the earlier civilizations play had an important part. "Excavations in the ruins of ancient Egypt and Babylonia reveal toys such as dolls, tops, rattles and various other trinkets of pottery and metal, showing that the boys and girls of those remote civilizations had their play life. The Chinese, Koreans, Peruvians, Aztecs and other ancient races have left traces of their play in the toys of children and in the drawings and crude sculptures that depict boating, hunting and festival scenes." (From *Theory of Organized Play,* by Bowen and Mitchell, Chapter I.)

Public festivals, dancing and music were favorite forms of recreation with the Egyptians of early times. The ancient Hebrews had their celebrations when the harvests were gathered in and religious festivals were permeated with a spirit of joy finding expression in singing and dancing.

The sports and athletic contests of the early Greeks in which there was widespread participation, are acknowledged to have contributed to a large degree to the leadership of early Greece, not only in physical vigor, but in the country's intellectual, art and cultural life.

In Chapter III, Book VIII, and in Chapter XVII, Book VII, of his *Politics,* Aristotle uttered some of the most profound philosophy on play of all the ages and outlined a program for community recreation to which, Joseph Lee says, we have never added anything, because nobody has ever thought about the subject as he did. "That we should be able to enjoy leisure honorably," said Aristotle, "is of all things the principal. In all cities there are family meetings, clubs, sacrifices and public entertainments to promote friendship; for a love of sociability is friendship itself; so that the end for which a state is established is that the inhabitants of it may live happily. . . . The political state is founded not for the purpose of men's merely living together, but for their living as men ought."

As Greece was a nation of participators, so Rome was a nation of spectators. In the great amphitheatre of Rome thousands of people watched the popular games and found their chief delight in gladiatorial contests. There is a very direct relationship between the decay and fall of the Roman Empire and the growth of the gladiatorial contests and other brutal sports in which the Romans indulged.

B. **Play in the Middle Ages**

During the period known as the Dark Ages, play, recreation and physical education were affected by two ideals—the ascetic and the chivalric. For 500 years the monasteries and cathedral schools encouraged the ascetic view that the spirit, not the body, needed training. Many of the irregularities and disordered conditions of this period were due to the lack of physical vigor and absence of a wholesome play life. The chivalric ideal lasting over a period of approximately 500 years was at its height during the Crusades. Dancing, running, jumping, wrestling, swimming, climbing ropes and poles, shooting with the bow, and horsemanship were all a part of the training of the boys who were to become knights, a training which made possible the tournaments and jousts which characterized the days of chivalry.

C. **The Renaissance and the Reformation**

During this period asceticism declined and the importance of training the body became recognized. The revival of trade, with the subsequent accumulation of wealth, permitted of more leisure for the pursuit of all forms of art, literature, music, athletics and games. Martin Luther placed great emphasis on the moral and recreative values of athletics and games and advocated their widespread use, especially in the training of youth.

II. The Modern Play Movement in Foreign Countries

Many countries in the development of their play movement are looking to America for help. In 1925 requests for help were received by the P. R. A. A. from thirty foreign countries, and everywhere there is evidence of a growing interest in the movement.

The modern play movement in Germany dates from 1892, when von Schenckendorff brought before the administrators of public education the need for public playgrounds in which recreation ideals should be kept permanent. As a result, a public commission was appointed, and in 1894 at least four hundred public playgrounds were opened in Germany. Since that date a Central committee on games has helped in the promotion of the movement. In the development of play centers in Germany emphasis has been on the educational side.

In Great Britain, on the other hand, the emphasis has been on the recreative side. The ability to play is counted an essential part of the training of the English gentleman, and the existence of large numbers of public cricket and football fields throughout the land is evidence of the love of sport which permeates the life of Great Britain.

It was in 1897 that the first play center was opened in Marchmont Hall Settlement as an experiment. Out of this grew the Evening Play Centers Association, in which Mrs. Humphry Ward played so important a part. In 1916 the Board of Education adopted the plan of making grants to schools starting play centers, and the movement has since spread from London to other cities, though the World War interfered to some degree with the progress of the work.

Through the work of the Junior Red Cross following the War, a number of playgrounds, modelled on American grounds, were established in France, Belgium and Italy, and the workers were trained. In China, India and Japan, the playground idea is spreading rapidly, and a number of playgrounds have been established. The Young Men's Christian Association and the Young Women's Christian Association have helped greatly in the development in these countries.

Interest in recreation is spreading in the Central European countries, and modern equipped playgrounds are being established. In the Panama Zone, Hawaii, the Philippine Islands and Australia, are to be found organized playgrounds and highly developed sports. In South America, particularly in Uruguay, playgrounds are increasing rapidly, and the government is spending large sums of money on facilities and equipment.

In Germany, Belgium and other foreign countries, such spontaneous movements as the youth movement are creating a new cult in outdoor life and making for freedom in play. The Folk College of Denmark, a movement springing from the life of the people, is training hundreds of Danish youths for their responsibility as citizens and for service as leaders in gymnastics, community singing, amateur dramatics, folk dancing, folk games, hiking, athletics and sports. Both these outgrowths of the desire of young people for more joyous living are influencing the leisure time movement in America, and phases of them are to-day finding expression in this country.

From the point of view of making provision for the leisure time of workers, Sweden, Belgium, Czecho-Slovakia, Finland, Austria and a number of other countries, are making splendid progress, through legislation, for shorter working hours and through the efforts of working men and women themselves in organizing for sports, games, gardening, musical and dramatic activities, art, travel and educational classes.

Mention might be made of many other countries where the growing appreciation of the value of recreation is leading to the organization of more comprehensive recreation systems.

III. The Play Movement in the United States

As America, with her experience in organized playgrounds and with the knowledge that has been built up on the use of schools as social centers, on community music, drama and civic celebrations, is helping foreign countries to develop play centers, so the play movement in America has benefited by the play traditions and physical education programs of other countries.

Among the countries which have most profoundly affected the play movement in America are Germany and England. In Germany Guts Muths, Father Jahn, von Schenckendorff, Froebel and other leaders, with their contributions to play in education, to outdoor sports and to gymnastics and physical education, have had a great influence on physical education and recreation in America. The play traditions of England from the earliest days, the May Pole dances and festivals, the outdoor sports which have for centuries been a part of English life, were brought to America by the colonists and have persisted in many forms in our modern life.

A. The Causes Contributing to the Development of the Movement

1. The New Appreciation of Education

In the latter part of the 19th century there came a new appreciation of the social as well as the intellectual aims of education, and educational leaders began to realize that schools must prepare more than ever before for living. The importance of play as a vital element in life began to be felt. The gathering of scientific information on child nature and the increased knowledge of the value of play in the child's life which resulted focused attention upon the needs of children for play space and activities. The new appreciation of the value of health, which the introduction of physical education in the schools had brought with it, meant an appreciation of the health-giving qualities of play and aided materially in the setting aside of play spaces for the use of children.

Of no little value was the impetus given the play movement through the settlements and other groups which recognized the human element in life and the necessity for providing needs of expression for the great mass of human beings.

2. Social Conditions Influencing the Development of the Movement

a. *Urbanization of Population*

The establishment of factories in certain centers, the growth of industry and the steady influx of the foreign born to America, with the consequent congestion in cities and the resulting bad housing conditions, made it imperative for cities to secure open spaces for play. Children were driven into the streets for their play and many were killed or injured. The bad housing situation with its total absence of privacy was forcing young girls to entertain their men friends in parks, at moving picture shows, dance halls and cheap theatres. The lack of restraint which this meant and the absence of opportunity for wholesome recreation resulted in unfortunate moral conditions. Foreigners settled in communities by themselves where assimilation was impossible and racial feelings and prejudices ran high. The saloon, known as the workingman's social center, and undesirable dance halls where heavy drinking was encouraged were exacting their tolls.

b. *Child Labor and Juvenile Delinquency*

Child labor, affecting as it does the health and character of the child by depriving him of education and of the opportunity for play, was an important factor in emphasizing the need for playgrounds and recreation centers. Allied with this came a realization of the problem presented in the high percentage of juvenile delinquency and the need for applying to the solution of this problem the preventive measures which playgrounds represent.

c. *The Industrial Situation*

The inventions of recent years and the multiplication of machinery making work monotonous and mechanical and taking away from the individual's pride of accomplishment made imperative the provision of leisure time activities as a means of self-expression. In recent years the decreased number of working hours, with greater opportunities for leisure and with the social elements of the saloon gone, have demanded the provision of recreation for the working man in the community of which he is a part.

3. Commercial Recreation

Another factor contributing to the growth of the recreation movement was the unparalleled growth of commercial recreation now known as the fifth largest industry in the country. The passive quality of this form of amusement made necessary the stressing of active participation which characterizes organized play.

These and other factors in the social and economic life of America were instrumental in leading thinking people throughout the country to consider ways and means by which the values of recreation, as they were demonstrating themselves in the more informal phases of group life, might be definitely extended and through organization be made available for all.

B. Early Beginnings of Organized Recreation in America

1. Playgrounds Established with Leadership

In 1886 a sand garden was established in Boston by the Massachusetts Emergency and Hygiene Association which is said to have been the first supervised playground established in the United States. The movement grew steadily in Boston until in 1889 twenty-one playgrounds of this type had been developed. Meanwhile, Chicago was making provision for the establishment of playgrounds, the first playground established being in connection with Hull House. New York, Philadelphia, Pittsburgh and other cities were starting programs and the next ten or fifteen years saw a rapid development in the establishment of playgrounds for children in settlement yards, school yards and parks. Model playgrounds were established in a number of cities by private groups to demonstrate the value of play under leadership, to awaken the interest of public officials so that the work might be extended and supported by public funds.

Following this stage in the development of the movement came a period characterized by the construction of small parks and squares equipped with outdoor gymnastic apparatus, ball diamonds and athletic fields. A number of cities established these play parks by municipal appropriations. The emphasis during this period was on equipment rather than leadership.

2. The Organization of the Playground and Recreation Association of America

Realizing the necessity for an organization which would concentrate upon the development of adequate recreation systems for cities and the development of public sentiment, a group of individuals met in Washington in 1906 and organized the Playground Association of America.

The first President was the late Dr. Luther Halsey Gulick; the Honorary President, Theodore Roosevelt; the Honorary Vice President, Jacob Riis; the secretary, Henry S. Curtis. The purpose of the Association, whose name was later changed to Playground and Recreation Association of America to indicate more adequately the scope of its work, is to promote normal, wholesome play and public recreation. The Association has worked particularly for the establishment of year-round recreation systems supported by municipal funds. In carrying out its aim, the Association at the invitation of local groups sends field workers into cities to conduct campaigns. Through other field workers, it aids cities which have already established the work to broaden their program and give increased service. The Association also conducts a correspondence and consultation service, publishes a monthly magazine, *The Playground,* handbooks, pamphlets and bulletins, has drawn up physical fitness tests and has provided badges for boys and girls passing certain minimum tests. The holding of Recreation Congresses and district conferences are a part of the work of the Association, which conducts the National Physical Education Service and Community Service.

3. The Development of a New Profession—Play Leadership

With the shifting of ideals from the conception of recreation as summer playgrounds for children to year-round systems maintained for the benefit of adults as well as children, with the growing appreciation of the more positive social and educational aims of education and its citizenship values, came the realization that the leader and not the facility was the important factor. Courses were established in colleges and normal schools for the training of play leaders and play leadership began to be recognized as a new profession.

4. The Recreation Center Movement Comes into Being

The period from 1906 to 1912, following the organization of the Playground and Recreation Association of America, may be said to be the time when the recreation center came to be conceived as it exists to-day to meet the need primarily of the adult population and to provide social, educational, cultural and civic activities. The provision of recreation for adults and the importance of making recreation year-round with workers employed throughout the year came in this period to be recognized as fundamental to the development of the movement.

While a number of cities during this period erected buildings to serve as social centers, the most significant development was the utilization of school buildings as social centers. In Rochester, under the leadership of E. J. Ward, a school extension committee was organized and a system of social centers inaugurated in the schools. Other cities rapidly took up the movement and up to the present time there has been encouraging growth in the use of schools and social centers with an increasing emphasis on art and cultural interests such as music and drama.

C. Recreational Developments During the World War

The school social center movement was making its influence felt and developments in every direction were indicated when America entered the War and the attention of recreation leaders was focused on the need of men in training. In 1917 War Camp Community Service was organized by the Playground and Recreation Association of America at the request of the War Department Commission on Training Camp Activities to help communities near training camps provide wholesome recreation for the men in training. Entertainment in the homes, the establishment of Army and Navy Clubs and the provision of musical and social programs were a few of the activities developed. The International Committee of the Young Men's Christian Association, the National Board of the Young Women's Christian Association, the Jewish Welfare Board, the Catholic War Work Council, the American Red Cross and other groups in this country and abroad made their contribution in the camps to the welfare and recreational life of the service men. During this

period the importance of music and drama in the recreation program came to be recognized as never before.

D. The Post-war Period

Following the War came the demand that the values of War Camp Community Service conducted for the service men be conserved for the citizenry as a whole. Accordingly, groups of private citizens were organized in community after community to assume responsibility for developing a community-wide leisure time program for the building up of citizenship, the emphasis being on the training of volunteer leaders and the development of music, drama and other activities found so valuable during the War. There has been a marked development of a sense of responsibility on the part of private groups toward the leisure time movement.

City recreation departments and the community as a whole are seeking to permeate the community with play. They are concerned, not only with recreation on the playground or in the recreation center, but in utilizing play in the home, in the church, the school and with all groups throughout the community.

E. Legislation for Recreation and Physical Education

One of the most fundamental contributions to the development of the recreation movement during the past few years has been the emphasis on legislation for recreation, resulting in the passage of Home Rule bills in 21 states, giving cities the power to place their recreation in the hands of the School Board, Park Board or some existing municipal body or to create a recreation commission with power to expend the appropriation, employ workers and establish and maintain year-round recreation systems.

Another form of legislation which is influencing profoundly the physical efficiency of America's children and helping to promote their play life is compulsory physical education legislation. When the National Physical Education Service was established in 1918, eleven states had some form of physical education legislation. By 1925 this number had been increased to thirty-three. Some of these states have published syllabi for the aid of teachers and many of them require that a certain amount of time be devoted to games. This legislation is helping materially the promotion of the whole leisure time program.

F. Movements and Agencies Touching the Leisure Time Field

1. The Neighborhood Organization Movement

The neighborhood organization movement, with its emphasis on recreation, has done much to advance the play movement. The settlement movement, which more than any other has epitomized neighborhood organization, was the first to put into effect the principle that the goal of increased happiness and efficiency can be reached only by the sound development of neighborhood life. The value of the settlements as pioneers in the establishment of playgrounds, as laboratories in which group experiments in recreation have been carried on and as a vital influence in bringing about the public support of recreation cannot be estimated.

Neighborhood organizations are functioning under various names and in a variety of forms in connection with many playgrounds, social centers and parks. All these organizations are alike in seeking to develop leadership and responsibility in neighborhood groups. All are contributing directly or indirectly to the leisure time movement.

2. Organizations in the Leisure Time Field

The Playground and Recreation Association of America, 315 Fourth Avenue, New York. Organized in 1906 to secure wholesome play and recreation opportunities for young and old, to help cities and small communities establish year-round recreation systems and to make the spare time of America count for citizenship. Maintains Community Service and the National Physical Education Service.

The Playground and Recreation Association of America has as its objective the development of recreation for children and adults and for members of all groups. Many organizations have come into existence within the past two or three decades which are developing leisure time activities for special groups. Among these are:

Boys Club Federation, Grand Central Terminal, New York City. Organized in 1906 to bring together into one central body the boys' clubs of the country for advancement and increased cooperation. Club membership is open to local groups which offer to boys a plan of entertainment and recreation under proper supervision.

Boy Scouts of America, 200 Fifth Avenue, New York City. Incorporated in 1910. The Boy Scouts of America is a movement for character building and citizenship training in boys from 12 to 18 years. Scouting includes hiking, camping, swimming, boating, signaling, building shelters, cabins and bridges and towers, and nature study; it develops sturdy bodies, alert minds, self-reliance

and resourcefulness. Emphasis is placed also on developing boy leadership. Through the merit badge system, scouting provides opportunity for vocational training; through the daily good turn, civic service and preparation for citizenship are developed. Membership, February, 1925, over 700,000 boys and men.

Camp Fire Girls, Inc., 31 East 17th Street, New York City. Incorporated in 1912. Using the home as its basis, the object is to add the power of organization, the charm of romance to daily life and to promote team-work; to bring the out-of-door spirit into everyday life. Membership is open to girls over eleven years of age.

Girl Scouts, Inc., 670 Lexington Avenue, New York City. Organized in 1912. A non-sectarian and non-partisan organization, organized to develop a recreational and educational program for girls in the United States and her territories. Membership as Brownies or Junior Scouts is open to girls from six to ten years of age. Girls from ten to eighteen are Girl Scouts; girls over eighteen are known as Citizen or Senior Scouts.

Woodcraft League of America, 370 Seventh Avenue, New York City. Organized in 1915 to aid and build character through recreation. Provides program of outdoor and indoor activities suitable for all seasons of the year. Organizes local groups of boys and girls into separate lodges and men and women into Woodcraft clubs and adult groups which are led by guides to direct recreation and teach nature study, camp craft and wood craft.

There are many other national groups whose organization in many instances antedates recreation as an organized movement, which include the promotion of recreation and social life in their program. Some of them are athletic organizations which, through the promotion of sports and athletics, are contributing to the community-wide recreation program. Others, though their objectives are more specifically in other fields, are, nevertheless, making a contribution to the leisure time field. Among them are the following:

International Committee of Young Men's Christian Associations, 347 Madison Avenue, New York City. Organized in 1854. The purpose of the International Committee in developing Young Men's Christian Associations is "the development of sound manhood in accordance with the example of Jesus Christ." Its work is directed toward meeting the needs of boys and men from twelve years of age and up. Physical education is given a large place in the program, and developed gymnasiums and natatoriums are to be found in most of the important cities of the United States where nearly 2000 local associations have been established, and a million members are serving and being served. Many summer camps are in operation.

National Board of the Young Women's Christian Associations of the United States of America, 600 Lexington Avenue, New York City. Organized in 1873. Recreation is an important part of the program of the local groups organized by the National Board.

Within the past few years the National Board has organized the Girl Reserve movement which functions for girls in grade schools, high schools and continuation schools. Outdoor sports and recreational activities are emphasized for this group.

American Physical Education Association, Box 123, Highland Station, Springfield, Mass. Organized in 1886, for the advancement of physical education and recreation. To awaken a wider and more intelligent interest in physical education; to acquire and disseminate knowledge concerning it; to work for the improvement of extension of gymnastic games and athletics and aquatics.

National League of Girls' Clubs, 465 West 23d Street, New York City. Organized 1897 as National League of Women Workers. The League has as its purpose the promotion of the social and educational life of working girls and women through the organization of clubs.

National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C. Organized in 1897 as National Congress of Mothers and Parent-Teacher Associations. The purposes of the organization are to raise the standards of home life, develop wiser, better trained parenthood and to bring into closer relations the home and school. Through its Recreation Committee the National Congress works to increase recreational opportunities.

Big Brother Movement, Inc., 200 Fifth Avenue, New York City. Organized 1904. Membership is made up largely of volunteers who work with the boys, with their parents and with organizations touching the boys' lives to build up within them a sense of honor and good citizenship.

Big Sister Movement, Inc., 122 East 25th Street, New York City. Works with girls, especially those up to sixteen years of age, much as the Big Brother Movement works with the boys, to provide the right opportunities and environment which will help the girl in her daily life.

American Civic Association, Washington, D. C. Organized in 1904. Seeks to make American living conditions clean, healthful and attractive. Works for the extension of public parks and similar facilities, for the preservation of scenic wonders.

National Board of Review of Motion Pictures, 70 Fifth Avenue, New York City. Established 1909. An extra-legal, volunteer organization reflecting public sentiment and cooperating nationally with producers and city officials in the review and regulation of motion pictures on the basis of minimum standards and with local groups in the extension of the use of worth-while pictures.

National Federation of Settlements, South End House, Boston, Mass. Organized in 1910. Membership of the National Federation of Settlements is made up of men and women with a working interest in the art and science of local community organizations. The Federation exists to promote the better organization of neighborhood life and to serve as a conference and research organization in assembling information regarding settlement experiences throughout the country.

National Community Center Association, Secretary LeRoy Bowman, Columbia University, New York City. Organized in 1911. The Association exists for the benefit of individuals engaged in the study and promotion of community organization activities. It provides conferences, publishes a magazine—*The Community Center*—and makes studies.

National Catholic Welfare Council, 1312 Massachusetts Avenue, N. W., Washington, D. C. Organized in 1919 for the purpose of unifying, coordinating and energizing all of the Roman Catholic activities in the United States.

Jewish Welfare Board, 352 Fourth Avenue, New York City. Organized in 1917. The Board, in addition to its welfare activities for soldiers, sailors and marines in camps and naval stations and at government hospitals, has taken over the work formerly carried on by the Council of Young Men's Hebrew and Kindred Associations and is promoting a program of Jewish center activities in which recreation is prominent.

States Relations Service, of Department of Agriculture, Washington, D. C. A remarkable service is being rendered through this department and its machinery of county agents, home demonstration agents and club leaders in the organization of clubs and groups in which recreation activities are featured. Many summer camps for boys, girls and adults are promoted through this service.

Amateur Athletic Union, 305 Broadway, New York City. Organized in 1880. Among the objectives of this organization are the encouragement of systematic physical exercise and education in the United States, the improvement and promotion of athletic sports among amateurs, and maintenance throughout the United States of a uniform test of amateur standing and uniform rules for the government of all athletic sports within its jurisdiction.

Athletic League of North America, c/o Young Men's Christian Association, 347 Madison Ave., New York City, is the executive body for athletics in the Young Men's Christian Associations throughout the country and membership is limited to associations, though such groups may enter into competitive relations with other agencies which indorse the amateur platform of the League, or which adopt a platform of similar standing.

National Collegiate Athletic Association. Organized in 1905 and having as members about 175 of the leading colleges and universities in the United States. The Association stands for the recognition of physical training as a part of the education of young men and, recognizing the importance of inter-collegiate athletics in a program of physical development, seeks to keep these games on a high level of amateurism and good sportsmanship.

National Amateur Athletic Federation, 116 No. Michigan Ave., Chicago. Organized May, 1922, to create and maintain in the United States a permanent organization representative of amateur athletics and of organizations devoted thereto; to establish and maintain the highest ideals of amateur sport in the United States. The Women's

Division of the Federation, 2 West 46th Street, New York City, seeks to set high standards in athletics for women and girls and to work out suitable programs which can be used in industries, schools, camps and by similar groups.

American Olympic Association. In 1911 the American Olympic Committee was organized to have charge of the participation of American athletes in the Olympic games. In 1921 this committee became a permanent American Olympic Association with members from various independent associations.

American Institute of Park Executives, Rockford, Illinois. Organized in 1921. "To gather and disseminate facts and information with reference to public parks, gardens and recreation."

National Conference On Outdoor Recreation, Washington, D. C. Organized in May, 1924. Called by President Coolidge to encourage Americans to make more of their opportunities and appropriate more of the advantages of America; to stimulate every possible interest in out-of-door health-giving recreation, and to coordinate national resources and opportunities in a way better to serve this purpose.

In addition to these organizations there are many others which are contributing to the art and cultural side of the program; among these are the following:

National Storytellers' League. This league which was founded in 1913 is promoting storytelling groups through the country and publishing lists of stories and helpful information.

American Library Association, 86 East Randolph Street, Chicago. Organized in 1876. The American Library Association works for the development and extension of libraries and acts as a clearing house for information on matters relating to libraries. Through publishing lists of books and similar literature, through its participation in National Book Week and allied movements, the Association is doing much for the mental recreation of the individual.

American Association of Museums. Still another group which is contributing to the development of inner resources, which must have so vital a place in the leisure time movement, is the American Association of Museums which has as its objective, "A museum for every community." Through many local museums are being developed nature study classes, hobby clubs, field trips, lecture courses and similar activities.

The Drama League of America, 59 East Van Buren Street, Chicago. For years this League has been working to foster better drama. Among its many activities are the publishing of a monthly magazine and of lists of the best current plays, the dissemination of information on all phases of the drama, the preparation of possible study courses for general use by clubs and the conducting of drama contests.

National Bureau for the Advancement of Music, 105 West 40th Street, New York City. This Bureau, founded in 1916, seeks to

advance the cause of music—"not any particular phase of music nor through any particular method, nor among any particular class of people but in every way it can be of assistance." It assists individuals and groups in the promotion of musical projects. In addition to such general assistance, it has been active in promoting National Music Week, music memory contests and outdoor Christmas carolling.

Many other organizations might be mentioned which are promoting the cultural and art features of the program—music, drama, community art, an appreciation of the beautiful in nature and plastic art—and which are providing an opportunity for the individual to express himself through these channels. All these groups with the appeal they make to some of the most fundamental instincts in the individual are greatly enriching the leisure time program.

Note: Brief information regarding the majority of these agencies may be secured from the *Directory of Social Agencies, New York, 1924,* published by Charity Organizations Society, New York City.

G. **The Present Status of the Community Recreation Movement**

At the time of the organization of the Playground and Recreation Association of America in 1906 forty-one cities were conducting playgrounds. In 1925, 748 reported on community recreation leadership, 688 of this number stating that they were conducting 5121 playgrounds. Workers numbering 17,177, of whom 2692 were year-round, were employed to conduct activities at the various centers. There was a total expenditure for the year 1925 of almost $19,000,000.

These figures show something of the growth of the movement and its influence on American communities. More than ever before cities are appreciating the need for conserving space for future needs and are issuing bonds making possible the expenditure of millions of dollars for the purchase of parks and playground sites. Extension departments of colleges and universities are sending workers into communities to help in community organization and in the development of music and drama. Churches are putting their influence back of the movement and labor groups seeing in recreation an opportunity for the enrichment of life are giving it their heartiest support.

The Federal government is realizing the importance of play. A recreation specialist is serving on the staff of the Children's Bureau; the Bureau of Education is promoting recreation

through the literature and activities of the Division of Physical Education and School Hygiene; the Department of Agriculture through the States Relations Service with its extensive club work and summer camp program, and the Bureau of Forestry of the Department with its constantly broadening program for the recreation use of national parks, is adding materially to the leisure time opportunity of the nation.

The Conference on Outdoor Recreation called by President Coolidge in May, 1924, bringing together people from all parts of the country interested in all phases of the movement, is one of the most recent and significant demonstrations of the importance attached by the government to the recreation movement.

In spite of all that is being done, however, reports received from various parts of the country indicate that 400 communities are still without playgrounds and recreation centers. Studies of conditions in 20 cities show that from 50 to 90 per cent of the children observed were on the streets, nearly one-half merely idle. Equally serious was the situation regarding the use of leisure time by young men and women. The pool room, the dance hall, the moving picture, the street corner rendezvous, were, it was found, claiming the greater majority of young people.

The challenge this situation offers to present-day community leadership is tremendous. How can the increasing interest in recreation, the new facilities which are being created, be most effectively utilized? How can the millions of free hours of the people of America be made to function most expressively for the individual, the community, the citizenship of the nation?

The answer lies in the training of leaders through our colleges, normal schools and special training schools, who will carry into communities to which they go a knowledge of what organized play life means; who will make the play movement so vivid and vital a thing that groups of volunteers and municipal bodies will be willing to meet the challenge which it presents.

The play movement, because of its universal appeal, its freedom from sectarianism, its flexibility, is providing channels for the meeting of human needs which make it one of the most vital constructive forces of the age. And it is calling to service in its ranks as professional workers and volunteers, all who believe that a normal happy life is the right of every individual.

QUESTIONS AND SUGGESTIONS FOR CHAPTER VI

1. What were the earliest forms of play of which we have any knowledge?
2. What references are there in the Bible to play?
3. How did the sports of the Romans affect their national life? Compare the leisure time activities of the Romans with those of the Greeks.
4. Trace the development of play in education?
5. What nations have contributed most to the play life in America, and what forms have these contributions taken?
6. What were the factors and conditions contributing to the rapid growth of the recreation movement in America? Trace the growth of the recreation movement after the organization of the Playground and Recreation Association of America.
7. Much new knowledge regarding the conduct of recreation, especially for large groups, came out of the War experiences in providing entertainment for the service men. What definite activities have been added to the recreation program as the result of this experience? What activities have been enlarged and have found greater service for the community program since the War.
8. What are the greatest needs in the community recreation field today? Where do the greatest opportunities lie?
9. What is being done through government departments to promote play? What sources of information and help are to be had through the government?
10. What possibilities are there in the use of recreation as a means of promoting international good will?

On the historical development of the play movement, especially its early stages, there is not a great deal of published material, and it presents a field for interesting research. Students may be asked to make a study of the play activities of primitive man of the early civilizations and the Middle Ages, and of the development of the movement in individual countries. The youth movement and its significance is another subject offering opportunities for interesting study and discussion.

In all studies it is important for the students to keep in mind the relation of the facts brought out to the present-day movement and the contribution made by earlier civilizations and foreign countries. What have we learned from the drama, music and play activities of the ancient Hebrews, of the Egyptians, of the 19th century Germans, etc., which is helping us today? Interpretation and practical application should be the purpose of all the research made.

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APPENDICES

APPENDICES

APPENDIX A

ATHLETIC BADGE TESTS

Playground and Recreation Association of America

FOR BOYS

First Test

1. Either
   Pull-up (chinning) ..... 4 times
   Or
   Rope climb (using both hands and legs) ..... 12 feet
2. Standing broad jump ..... 5 feet 9 inches
3. Either
   60-yard dash ..... 9 seconds
   Or
   50-yard dash ..... 8 seconds
4. Either
   Baseball throw (accuracy) ..... 3 strikes out of 6 throws at 40 feet
   Or
   Baseball throw (distance) ..... 130 feet

Second Test

1. Either
   Pull-up (chinning) ..... 6 times
   Or
   Rope climb (using both hands and legs) ..... 16 feet
2. Either
   Standing broad jump ..... 6 feet 6 inches
   Or
   Running broad jump ..... 12 feet
3. Either
   60-yard dash ..... 8 seconds
   Or
   100-yard dash ..... 13 2/5 seconds
4. Either
   Baseball throw (accuracy) ..... 3 strikes out of 5 throws at 45 feet
   Or
   Baseball throw (distance) ..... 195 feet

Third Test

1. Either
   Pull-up (chinning) ..... 9 times
   Or
   Rope climb (using hands only) ..... 16 feet

2. Either
   Running high jump ..... 4 feet 4 inches
   Or
   Running broad jump ..... 14 feet

3. Either
   220-yard run ..... 28 seconds
   Or
   100-yard dash ..... 12 3/5 seconds

4. Either
   Baseball throw (accuracy) ..... 3 strikes out of 5 throws at 50 feet
   Or
   Baseball throw (distance) ..... 220 feet
   Or
   8-pound shot put ..... 28 feet

FOR GIRLS

First Test

1. Balancing (1 deep knee bend) ..... 24 feet, 2 trials

2. Either
   Potato race ..... 22 seconds
   Or
   All-up Indian club race ..... 30 seconds
   Or
   50-yard dash ..... 8 seconds

3. Either
   Basket ball throw (distance) ..... 35 feet
   Or
   12-inch indoor baseball throw (accuracy) .. 2 strikes out of 5 throws at 25 feet

4. Either
   Volley ball serve ..... 2 in 5
   Or
   Tennis serve ..... 3 in 6
   Or
   Basket ball goal throw (10-foot line) ..... 2 in 5
   Or
   12-inch indoor baseball throw and catch ..... 3 errors allowed

Second Test

1. Balancing (book on head; deep knee bend) ..... 24 feet, 2 trials

2. Either
Potato race ..... 20 seconds
Or
All-up Indian club race ..... 28 seconds
Or
Run and catch ..... 19 seconds
Or
50-yard dash ..... 7 3/5 seconds

3. Either
Basket ball throw (distance)..... 45 feet
Or
12-inch indoor baseball throw (accuracy)...3 strikes out of 6 throws at 30 feet

4. Either
Volley ball serve ..... 3 in 6
Or
Tennis serve ..... 3 in 5
Or
Basket ball goal throw (12-foot line)..... 3 in 6
Or
12-inch indoor baseball throw and catch..... 2 errors allowed

Third Test

1. Balancing (book on head; 3 deep knee bends) ..... 24 feet, 2 trials

2. Either
Potato race ..... 18 seconds
Or
Run and catch ..... 17 seconds
Or
50-yard dash ..... 7 1/5 seconds

3. Either
Basket ball throw (distance)..... 55 feet
Or
12-inch indoor baseball throw (accuracy)...3 strikes out of 6 throws at 36 feet

4. Either
Volley ball serve ..... 3 in 5
Or
Tennis serve ..... 3 in 4
Or
Basket ball goal throw (15-foot line)..... 3 in 5
Or
12-inch indoor baseball throw and catch ..... 1 error allowed

APPENDIX B

LIST OF GAMES AND PLAY *

1. **Kindergarten**

(In addition to Froebel's kindergarten games)

Singing and Dancing Games.—Ring around a rosey; Farmer in the dell; Oats, peas, beans and barley grow; Mulberry bush; Did you ever see a lassie; London Bridge.

Running Games.—Cat and mouse (singing also); Drop the handkerchief; Blind man's buff; Tag.

Constructive Play.—Sand box; Blocks.

Mother Play.—Dolls; House; Apparatus; A Bank or inclined plane to run or roll down; Driving reins; Carts; Sticks for hobby horse; Swings; Teeters.

2. **First Two Grades**

(6 to 8 years)

Singing and Dancing Games.—Survivors of the Kindergarten list; Looby Loo; Hickory Dickory dock; Marching; Roman soldiers; King of France.

Dramatics.—Dramatize, informally and impromptu, fairy stories, scenes from history, myths; Dumb Crambo; Playing School.

Dances.—Swedish clap dance; Carrousel; Nixie polka; Bleking (Swedish); I see you; Gustaf's Skoel (Swedish); Our little girls; Seven pretty girls; Seven jolly boys.

Running Games.—Cat and mouse; Drop the handkerchief; Fox and geese; Puss in the corner; Blackman; Pom pom pullaway; Hill dill; Cross tag; Wood tag; Follow my leader; Rolling hoops; Roller skating.

Running and Hiding Games.—Hide and go seek; I spy.

Jumping Games.—Leap frog and foot-an'-a-half; Jump rope; Hop scotch.

Ball Games and Near Ball Games.—Teacher ball; Center catch; Baseball in the form of Passing ball, Three old cats, Scrub games; Kicking football; Bean bag board; Bean bag games; Ring toss; Tops; Marbles; Jackstones.

Pulling and Pushing Games.—Bull in the ring; Indian pull (catch and pull tug of war); King of the ring; Old man in the castle; Tug of war.

Climbing.—(Ladders, slides, ropes, poles, rings, tree with ropes); Hang tag; Fence tag.

Constructive Play.—Sand box; Clay modelling; Folding; Cutting out; Drawing; Weaving; Raffia; Bead work; Sewing; Knitting; Whittling.

Nurture Play.—Dolls; House; Pets; Home gardens.

Winter.—Skating; Coasting; Sliding.

Summer.—Wading; Swimming.

3. **Grades 3, 4, 5 and 6**

(8 to 11 years)

Dramatics.—Informally dramatize stories, scenes from history; Dumb Crambo; Charades.

* From *Education through Play and Games*, Report of the Committee on Games of the Playground and Recreation Association of America.

Dances.—The list for preceding age; Swedish ox dance; Irish jig; Seven jumps (Danish); Come let us be joyful (German); Crested hen (Danish); Sweet Kate; Bo Peep; Greensleeves.

Running Games.—Three deep; Hill dill; Stealing sticks (raiding the castle); Prisoners' base; Hip; Relay races (with bean bags, clubs); Potato race.

Running and Hiding Games.—The list for preceding age; Relievo; Run sheep run.

Jumping Games.—Leap frog and Foot-an'-a-half; Jump rope; Hop Scotch.

Ball Games and Near Ball Games.—End ball; Newcomb; Dodge-ball; Rounders; Baseball; Three old cats and scrub; Long ball; Indoor baseball; Playground ball; Soccer; Shinney; Tip cat (cattle peggie); Duck on a rock.

Fighting Games.—Boxing; Wrestling; Poison snake; Baste the bear.

Climbing.—(As above.)

Constructive Play.—Clay modelling; Weaving; Raffia; Sewing; Carpentry; Building huts; Snow houses; snow men.

Nurture Play.—Dolls; House; Home and school gardens; Pets.

Other Quiet Games.—Checkers; Dominoes; Parchesi; Jackstones.

Nature Play.—Collections of leaves, seeds, flowers, stones.

Winter.—Skating; Hockey (informal); Coasting; Skiing; Snow shoeing; Gymnastic stunts; Ground tumbling.

Summer.—Swimming; Rowing; Sailing; Toy boats; Tennis.

Sex Differences.—In the age periods so far covered, especially the earlier ones, sex differences should be as far as possible ignored, though there are of course some exceptions, as for instance football and boxing. Basket ball for girls should be by girls' rules and carefully supervised.

4. **Grades 7, 8 (and 9)**
(11 to 14 years)

Dramatics.—As above; Plays.

Dances.—Their choice of preceding list; Highland fling (boys); Czardas; Kamarinskaia; Gotlands Quadrille (Swedish); The Hatter (Danish); Gathering Peascods (English); Bo Peep (English).

Running Games.—Three deep; Stealing sticks; Prisoners' base; Relay races; Foot-an'-a-half.

Running and Hiding Games.—The survivors of the preceding list.

Ball Games and Near Ball Games.—Captain ball; Indoor baseball; Playground Ball; Baseball; Volley Ball; Handball; Soccer; Shinney; Quoits.

Fighting Play.—Boxing; Wrestling; Hit.

Constructive Play.—Sewing, Clay modelling; Carpentry (making boats, bird houses, dog houses, kites, checker boards, checker and chess men); Making huts.

Nurture Play.—Home and school gardens; Farming; Care of animals; Pets and mascots.

Other Quiet Games.—Checkers; Parchesi; Chess.

Nature Play and Excursions.—List of birds seen; Collections of leaves, classifying trees, seeds, flowers, stones; Hunting with a camera; Hikes, with cooking; Map making.

Winter.—List for preceding age; Basket ball.

Summer.—List for preceding age; Golf.

Seasons.—Most of the above games except football and shinney are not confined to any special season. The children's preferences should be followed. Many running games can be played on skates.

Games for Mixed Groups.—Boys and girls at this age usually prefer to play separately, but it is often well to have them play together under careful supervision. The following games are recommended for this purpose:

Dancing; Crambo; Charades; Dramatics; Singing; Volley ball (girls against boys); Tennis; Baseball (soft); Three deep; Hiking; Boating; Skating; Prisoners' base; Long ball; Hill dill; Drop the handkerchief.

5. **High School Boys**

At this age the games become more seasonal and are accordingly so divided.

1. **In the Fall.**—Rugby; Soccer; Handball; Volley ball; Lacrosse; Field Hockey; Hikes; use bicycle and camera in nature study; Tennis; Golf; Quoits.

2. **Winter**

a. **Outdoor.**—Skating; Ice hockey; Coasting; Skiing; Snow shoeing; Cross-country explorations; Cross-country running and Hare and hounds; Lacrosse.

b. **Indoor.**—Handball; Volley ball; Captain ball; Basket ball; Relay races; Gymnastic stunts; Swimming, life-saving; Boxing and wrestling; Wall scaling; Dramatics; Charades, plays and pageants.

3. **Dancing.**—Social dancing; Virginia reel; Portland fancy; Other surviving American folk dances; Come let us be joyful; Butterfly (English); Irish jig; Highland fling; Czardas; Kamarinskaia; Bean setting (English Morris dances); Rig O'Marlow (English Morris dance); Flamborough Sword dance (English); Ox dance; The Hatter.

3. **Spring.**—Baseball; Playground ball; Handball; Volley ball; Lacrosse; Hikes; Bicycling; Rowing; Tennis; Golf; Nature work.

4. **Summer.**—Spring list: Swimming; Rowing; Sailing; Canoeing; Camping, including signalling, cooking, making fire, building a shelter, use of axe, mountain climbing.

For All Seasons.—Riding, Walking.

6. **High School Girls**

Fall.—Baseball; Volley ball; Field hockey; Tennis; Golf; Walks in connection with nature study.

Winter

a. **Outdoor.**—Skating; Coasting; Skiing; Snow shoeing.

b. **Indoor.**—Volley ball; Captain ball; Basket ball (not for all); Relay races; Swimming, life-saving; Dramatics: Charades, plays and pageants.

Dancing.—Social dancing; Virginia reel; Portland fancy; Come let us be joyful; Butterfly (English); Little man in a fix (Danish); The Hatter; Tinkers' dance (Danish); Black nag (English); Mag on a tree (English); Fjallnas polska.

Spring.—Same as for boys, except Lacrosse.

Summer.—Same as for boys.

All seasons.—Riding; Walking.

APPENDIX C

PRACTICAL SUGGESTIONS FOR THE RECREATION WORKER

I. The Responsibility of the Recreation Worker toward the Neighborhood

A. Knowledge of Neighborhood Conditions Important

One of the first responsibilities of the recreation worker is to acquire a knowledge of the conditions in the neighborhood in which he is working and of efforts which are being made through social, civic, religious and educational groups to meet neighborhood needs. The recreation worker should have information regarding the schools and churches in the neighborhood and the social and civic groups whose cooperation will be helpful. He must be familiar with health agencies and other organizations to which children needing attention may be referred. He should know all opportunities for recreation provided in the neighborhood by clubs, settlements and similar agencies, so that in planning his program he may utilize the facilities and resources of all the private and public groups touching the leisure time field. It is important, too, for him to be familiar with the commercial recreation agencies and the type of entertainment which they are supplying.

The recreation worker should understand the social conditions under which the children and adults frequenting his play center live. He should know something of the conditions of crowded dwellings and back alleys, congested living conditions, the limited size of apartments making privacy impossible and encouraging immorality and driving people outside the home for recreation and affecting all their living.

A knowledge of the industrial situation is important. The nature of the work done in factories and the conditions under which it is done are determining factors in the kind of program which is offered.

II. Suggestions for the Conduct of Play Centers

The following general directions for the conduct of the individual playground are a composite of the rules and methods in force in a number of cities.

A. Hours of Service

These vary in different cities. Where playgrounds are on a full-time basis and open for morning, afternoon and evening sessions, a director usually works eight hours a day. By a system of alternating workers, leadership is provided for every playground session. Meal hours should alternate so that a playground worker will be on duty during the entire period the playground is open.

Absence from duty should be arranged for in advance with the Superintendent of Recreation.

B. Opening and Closing the Playground

Be present on the playground fifteen minutes before the official time for opening. Open all gates and doors to toilets and dressing rooms on time.

Check out supplies, making sure that the proper person is charged with the article taken out.

In closing the playground, call in all supplies at least fifteen minutes before closing time and see that all articles are returned and checked up. See that all hydrants, gas and electric switches are shut off, that the children are all out of the grounds and that all doors, windows and gates are locked.

C. Cleanliness on the Playground

Keep the playground free from rubbish. Devote a few moments each day with everybody picking up. Keep careful watch on toilets, drinking fountains and all property.

D. Supplies

Conserve all supplies carefully. Have repaired on the playground, as far as possible, all ripped and split balls. In giving out supplies, take the name of the receiver and hold that person responsible for the supplies until they are returned. Directors should use their judgment regarding the use of play material and apparatus during rainy periods. Do not allow balls to be used when they are liable to become soaked.

The director should make all requisitions for supplies on regular blanks furnished by the department for that purpose.

E. Reports

Each director should keep a daily record of activities and general attendance and of damage done property and individuals. These reports should be submitted once a week.

F. Program

Careful preparation is one of the secrets of success. Have daily and weekly programs, copies of which may be posted on the bulletin board.

G. Bulletin Boards

Make your bulletin board useful and attractive. Advertise on it the program, new games, contest and special features. Keep the children's records on the board. Announce on it the names of winning teams and individual champions.

H. Use of Apparatus

Apparatus should be inspected every day. Use your ingenuity in making small repairs but report all other needed repairs at once. When the apparatus is slippery from rain, keep it locked. Do not allow children on the apparatus when the ground is extremely muddy. Time schedules for apparatus work should be a teaching period during which real exercise on the different pieces of apparatus should be taught. Pay attention to correct form and use. Emphasize proper getting-on, grasping, starting, stopping and dismounting. Do not allow children to perch on the apparatus. Keep small children away from swings. When locking the apparatus for each night fasten it securely.

I. Accidents

In case of an accident on the playground, have the injured person removed to a quiet corner and apply first aid. In the meantime, notify the parents or family physician. If they cannot be found and the accident is serious, call the emergency hospital. Any serious accident should be

reported to the office of the Superintendent at once. Report all minor accidents on report blank.

One of the best ways to avoid accidents on the playground is for the director to keep his eyes open and ears alert at all times and to move about frequently to the different sections of the ground.

J. Discipline

If it is necessary to discipline a child, be careful to find out the facts of the case before acting; then in considering the form of punishment, always think of the results. Do not be too severe in the management of children. Say what you mean and mean what you say, but in such a manner as not to gain the ill-will of the child.

Prohibit swearing, loafing and use of tobacco on the playground. Guard against markings on school buildings and fences. Encourage self-government among the boys and girls. This can be accomplished only when children are made to feel a sense of ownership. Make them feel that the playground belongs to them and, therefore, they are responsible for its appearance and its spirit. Enlist the services of gang leaders for law and order.

K. Age Grouping

Sexes should be segregated except in the case of little children. Divide your children into groups according to size—children under 10 years, between 10 and 15 and over 15. Set a time for each group and pay especial attention to that group. Do not disregard the babies and pay attention to the little mothers. Give all children an equal chance, paying particular attention to those who are rather slow and backward. Give your leadership to all groups.

L. Games

Consider the age and ability of your children when explaining a game. In teaching it, give the name of the game first and whenever possible explain its meaning. Make your directions concise and lucid. Do not play one game too long. Stop before the players are tired of it and alternate a strenuous game with a less strenuous one.

Your mission as a playground worker is not to play games with the children continuously, but to teach them how and what to play. Successful games are those which are carried from the playground into the home, backyard and streets.

Try to have the children get more than fun out of the game. Make it the means of teaching the deeper lessons of truthfulness, courage, cooperation, fair play and good sportsmanship. Emphasize the fact that the sport of the game is in playing—winning is secondary.

M. Making the Program Interesting

During the day you will have children of all ages and sizes visiting the ground. Do not lose the opportunity to make it interesting for them. To do this you will have to plan the work every day and carry out the plan. When the children know that there are interesting things going to happen, they will tell others about it.

N. Developing Citizenship Values

Courteous, gracious and sympathetic cooperation is fundamental in the successful conduct of any play center. Let this spirit prevail in all your

relations with your workers and with the visitors, parents and teachers with whom you come in contact. The children should be taught to live up to the rules of the game because it is the sportsmanlike thing to do. The law of the game is the essence of all laws to the boy and girl on the playground. Through obedience to these laws children can be led to an appreciation of what it means to be a law-abiding citizen.

The doctrine of square deal should be enforced until it becomes a habit. Make it an accepted principle that large children will not take things away from small ones and that children will take turns on the apparatus and be fair in games.

There are many tendencies and opportunities to be dishonest in all games. Cheating must not be tolerated. In tournaments there are strong temptations to false registration of names. This qualification is one of the effective lessons in truthfulness that can be given.

Loyalty is the boy's first step in unselfishness. Channels for creating it lie in competition with other playgrounds and in the arousing of local pride, in keeping the playground clean and in order. Loyalty, however, should not be so partisan as to obscure the rights of opponents or the courtesy due them, nor should it be of the blind sort which follows the leader into all kinds of excesses.

Many children try a game once or twice and give it up if they are not successful. Encourage them to keep trying for there is no opportunity of equal value for teaching the will to succeed against obstacles or for developing perseverance.

The development of health, physical and organic strength and a maximum of happiness for each child are important objectives in the playground program. No leader can hope to accomplish these ends except through the creation of friendly relations with the children. A sympathetic interest in their experiences is a prerequisite of friendship. Any prowess or skill which the director may possess will increase the effectiveness of his influence and help him establish his relations on a firmer basis. The leader must be on his guard, however, against limiting his program to the activities in which he is particularly skilled.

O. For the Play Leader

Be a leader, not merely a custodian. Regard yourself as host or hostess on your playground. Teach the children your name.

Growth is always a sign of healthy life. Do not remain content with your present knowledge of playground work. Learn new games and experiment with new methods. Visit other playgrounds.

If your playground is not attracting the boys and girls, analyze the situation. Do not look wholly to outer conditions for the reason.

III. Suggestions Regarding Hygiene Instruction and First Aid

A. Personal Hygiene

While the recreation worker is not primarily a health instructor, there is much he can do to impress upon the child the value of cleanliness and the importance of developing habits of personal hygiene which will make for health. Very often occasions arise on the playground when such instructions can be readily given, and the play leader should be alive to his opportunities.

It is important for the child to know that the body must be kept clean in order to avoid diseases and that warm baths should accordingly be taken at least twice a week; that soiled clothing is dangerous to health and that clothes should be changed at least once a week; that regular habits of elimination should be formed; that at least nine hours of sleep is necessary to the child's best development; that fresh air is essential and sleeping rooms must be well-ventilated.

Children should understand the importance of the care of the teeth and of cleaning the teeth thoroughly in the morning and before going to bed at night. He should know that hair should be washed once a week and that his nails must be kept clean not only for the sake of appearance but because of the germs which lodge under the nails. He should appreciate the importance of good posture with head and chest held high. Much difficulty may be avoided for the child in later life if he is taught that he ought not to read directly facing the light, which should come over the left shoulder. Much of this information is given in an entertaining and interesting way in literature of the American Child Health Association, 370 Seventh Avenue, New York City, which has devised health plays and rhymes very helpful in health instruction. These may be incorporated into the playground program if leadership and the amount of time at the disposal of the worker makes it possible. In one city, the Recreation Department presents health playlets at regular intervals, inviting the parents and friends of the children to attend. In this way, not only the children but the adults of the neighborhood are given health instruction.

With the multiplicity of details which the recreation worker has to handle, the teaching of health activities should be, as far as possible, in the hands of health agencies with which the playground may cooperate.

B. The Hygiene of Nutrition

Of fundamental importance is the hygiene of nutrition, and while it is not the function of the play leader to supervise the dietary of the child—a matter of more direct concern to the health agencies in the community—he should know the fundamental principles of proper feeding. Much may be done in connection with the playground program in giving information to children and their parents regarding proper and wholesome diets.

The best balanced diet for a child consists of fruits, cereals, bread, milk, soups, vegetables, fish and very little meat. The diet should not include fried foods, tea or coffee. Every child should drink at least a pint of milk a day, preferably a quart. He should acquire the habit of drinking at least four glasses of water each day, of eating slowly to aid digestion and of chewing food thoroughly. Violent exercise after eating should be avoided.

From the American Child Health Association may be secured a number of health plays, rhymes and other attractive literature and information about health-giving foods which can be given the child in an entertaining and interesting way. Playground workers should be familiar with this literature.

C. Preventive Medicine

As has been suggested, the recreation worker can have sufficient knowl-

edge to be able to recognize the symptoms of some of the most common diseases, so that the child who is affected will not be a source of danger to other children if the disease is contagious, and may be referred to the proper authorities for treatment.

Among the symptoms which serve as danger signals are the following:

If a child is listless and pale, showing no desire to play or move about, there is reason to feel he needs attention. Pallor usually indicates anemia; shortness of breath if accompanied by pallor indicates anemia; if with blueness, there usually are bad heart conditions; and if by cough, the lungs may be suspected.

Swelling on the neck may be due to mumps or enlarged glands. Eruptions may be the manifestation of the onset of some contagious disease such as scarlet fever, measles or chicken pox. A sore throat may mean only tonsilitis but not infrequently it marks the beginning of a serious, acute disease such as diphtheria or scarlet fever. A cough which is paroxysmal and uncontrollable often indicates whooping cough. Children suffering from any disease, however mild, which is contagious, should be temporarily excluded from the playground.

(For detailed information regarding signs of communicable diseases, see Appendix II, *Physical Education and Hygiene,* published by Department of Public Instruction, Columbus, Ohio.)

D. **Emergencies and First Aid**

Every play center should be equipped with a first aid kit and it should be a part of the training of every play leader to provide the remedies for slight injuries and to have knowledge which will enable him to give first aid in cases of more serious illnesses until a doctor can take the matter in charge. He should be very careful, however, to call medical aid where there is any doubt about the seriousness of the injury.

Among the less serious injuries which can be given first aid treatments are slight cuts and abrasions to which iodine may be applied after thorough washing, and fainting for which the head should be lowered and aromatic spirits of ammonia given. It is sometimes possible to remove splinters and cinders from the eye and insects or other foreign bodies which have lodged in the ear and throat. If the injury is at all serious, however, a doctor should be consulted.

To stop bleeding from an artery, a tourniquet can be used which may be improvised from a hand towel, a smooth round stone or similar object and a stick. Whenever a tourniquet is used, it is most important that a doctor be summoned at the earliest possible moment.

Treatments for sprains or dislocations may begin by elevating the joint affected and applying cloths wrung out in very hot or very cold water. The doctor should be summoned immediately.

In case of drowning, either the Schaefer or Sylvester method should be used to restore respiration.

(Full information regarding these two methods and first aid treatments of all kinds will be found in the American Red Cross Abridged Textbook on First Aid (general edition) published by P. Blakiston's Son, Philadelphia.)

APPENDIX D

BRIEF DIGEST OF OUTLINE OF PHYSICAL EDUCATION PROGRAM FOR OAKLAND, CALIFORNIA, PUBLIC SCHOOLS

The course is arranged according to grades—first and second, third and fourth, fifth and sixth. The purpose, as outlined, is to give the child opportunity to live out the play instincts natural to his age period and to reach the highest physical development possible through the use of big muscle activities, to develop initiative through play in groups; to organize activities which will realize all values social and moral as well as physical and to contribute in every way possible to training for citizenship.

For all the grades the course is divided into the following periods: instructional, relief, play and corrective.

For the First and Second Grades

A. **The Instructional Period**

The so-called instructional period involves a daily lesson selected from rhythmic and dramatic activities, tag games, self-testing activities such as play on apparatus and stunts, posture training and the teaching of efficient living through talks on personal hygiene and similar subjects.

B. **The Relief Period**

The relief period of seven minutes a day in one or two minute divisions seeks to combat periodically the bad effects of school life and to stimulate, relieve and freshen. Among the activities suggested for this period are some of the dramatic activities perviously taught in an instructional period, a short run or skip around the room and simple games and breathing exercises.

C. **The Play Period**

This period is the time in which activities taught in the instructional period shall be put into practice. It is the time for whole-hearted participation. The play period may come before or after school, on Saturdays, holidays and during vacations. School yards, vacant lots and backyards may be utilized.

D. **The Corrective Period**

During this period attention is given to noticeable cases of lateral curvature of the spine, extreme round shoulders and forward head, uneven shoulders, flat feet and injury which affects posture.

The same general plan of having four periods is followed for grades 3, and 4, 5 and 6. In grades 3 and 4 athletic activities are introduced, such as bat ball and long ball for grade 3, bat ball, long ball and kick ball for grade 4.

In grades 5 and 6 the program of athletic activities is greatly extended, and decathlon events are introduced, and folk dancing is emphasized.

APPENDIX E

SOME OF THE FACTS TO BE DISCOVERED THROUGH A RECREATION SURVEY

1. **Public Recreation.**—Is there a municipal recreation system in your community? Under what city department is it administered? Is there a superintendent of recreation in charge throughout the year? How many workers are employed in the department? What is the annual budget? What are the facilities?
   a. **Playgrounds.**—How many playgrounds are conducted? Where located? How are the grounds and athletic fields located in relation to the congested districts needing play spaces? How are they equipped? Number of leaders? How well are the playgrounds supervised? Are there wading pools? Swimming pools? Shower baths? Are there shelter houses? Recreation buildings? What are the activities of the playgrounds? Are playgrounds lighted and supervised evenings for the use of adults?
   b. **Neighborhood Recreation Centers.**—Are there social centers conducted in school buildings or other meeting places? How many such centers are there? How widely are the schools used as neighborhood recreation centers? What are the activities? What is the attendance? How adequate is the membership?
   c. **Park and Other Public Recreation Facilities.**—How many parks are there? What facilities for recreation are offered? Are they well-lighted? Are there public baths? Public bathing beaches? Swimming pools?
   d. **Community Activities.**—What activities are conducted by the municipal recreation department through which large groups of people are brought together in community activities? Are there community sings? Band concerts? Community entertainments? Special holiday celebrations? Community Christmas tree? Community theaters? Community pageants? Community or neighborhood picnics?

2. **Private Recreation.**—Is there a private playground association or other community group conducting playgrounds or neighborhood recreation centers? If so, what are the facilities and activities? What recreational activities and facilities are offered by the following groups in your community: Churches? Fraternal orders? Chambers of Commerce? Y. M. C. A.? Y. W. C. A.? The settlements? What other private agencies are conducting recreational activities? How many people are these agencies touching? Do the following agencies exist in your community: Boy Scouts? Girl Scouts? Camp Fire Girls? Parent-Teacher Associations? Mothers' Clubs?

3. **Commercial Recreation.**—What commercial recreation facilities are there in your community? How many moving picture theaters? What is the character of the shows given? What is the seating capacity? What is the law

controlling the licensing and inspecting of moving picture theaters? Are the theaters meeting legal requirements?

a. **Vaudeville Theaters.**—Number? Character of shows?

b. **Dance Halls.**—Number? Is the dance hall well-conducted and well-chaperoned? Is improper dancing allowed? Is the hall well-ventilated? What is the dance hall ordinance in your community?

c. **Billiard and pool rooms.**—Number? How well conducted?

d. **Skating Rinks.**—Number? How well conducted?

In addition to the study of facilities and activities, it is important to determine from city records and various sources of information, the population of the city, the nationalities represented, the number of foreign-born citizens, the industries of the city and other facts of interest. Much of this information may be recorded on maps showing distribution of population, commercial and residential, centers of juvenile and adult delinquency, the location and distribution of commerical recreation, of parks and playgrounds, of school grounds and vacant properties useful for play purposes.

NOTE: A survey may be very elaborate. The questions listed here are merely indicative of what a survey should include.

APPENDIX F

CONSTITUTION AND BY-LAWS

NEIGHBORHOOD ASSOCIATION OF ——— COMMUNITY SERVICE

Preamble

WHEREAS It seems right and fair that children and young people should have an opportunity to play, and

WHEREAS We know that it is a wise city that provides proper places in which our future citizens may play throughout the year under intelligent and sympathetic leadership, therefore, be it

RESOLVED That we parents and neighbors do hereby join ourselves together in an association in accordance with the following articles and by-laws.

ARTICLE I

Name

The name of this association shall be the Neighborhood Association of ——— Community Service.

ARTICLE II

Object

The object of this association shall be to encourage neighborhood unity for the purpose of obtaining for the children of our district such opportunities for wholesome play and recreation throughout the entire year, as shall help them to become worthy citizens, and shall make our neighborhood the best possible place in which to live.

ARTICLE III

Membership

Membership in this association shall be of two kinds; senior and junior. Any man or woman eighteen years of age or over who considers that the playground at ——— Street is in their neighborhood, may become a Senior Member by vote of the Executive Committee hereinafter described.

Any person under eighteen years whose parents or guardians are eligible for senior membership may become a Junior Member on recommendation of the Membership Committee hereinafter provided for.

ARTICLE IV

Organization

There shall be a President, Vice President, Secretary and Treasurer, whose duties shall be those usually pertaining to such officers respectively.

There shall be an Executive Committee made up of the officers, three members elected from the membership and the chairman of each standing committee.

There shall be appointed such other committees as may be found necessary from time to time.

Two members of the Executive Committee shall serve as representatives of the Association on the Advisory Board of the ——— Community Service.

The election of all officers shall be held at the January meeting of each year.

The appointment of committee members lies within the power of the President only and he may also fill such vacancies as may occur.

ARTICLE V

Dues

Membership dues for the Senior Members shall be ——— cents; for Juniors over twelve years, ——— cents; and for Juniors twelve years or under, ——— cents a year, payable at time of joining and annually thereafter in advance.

Meetings

The Association shall meet as a body on the first ——— of each month to hear reports and take action on current business. Special meetings may be called by the President if authorized by the Executive Committee, and due notice is sent to each member forty-eight hours before the time set for the meeting. This notice shall outline the business for which the meeting is being called.

1. This Association shall be non-political, non-sectarian and non-commercial.

2. Amendments to the Constitution require a majority vote of members present at any regular meetings; provided that the amendment has been submitted in writing and read at the previous monthly meeting.

3. A quorum for an Association meeting shall be twenty-five members; for an Executive meeting a quorum shall be five.

4. The order of business shall be as follows:

1. Reading of minutes
2. Report of committees
3. Report of officers
4. Reading of communications
5. Unfinished business
6. New business
7. Introduction of new members and guests
8. Adjournment
9. Social hour.

APPENDIX G

WEST VIRGINIA HOUSE BILL NO. 159

(By Mr. Keatley)

(Introduced January 22, 1925; referred to the committee on counties and Municipal Corporations.)

Same as

SENATE BILL NO. 119

(By Mr. Kee)

(Introduced January 23, 1925; referred to the committee on Counties and Municipal Corporations.)

A BILL

authorizing cities, towns, counties, independent school districts and school districts to establish and conduct systems of public recreation and playgrounds.

Be it enacted by the legislature of West Virginia:

Section 1. That any city, town, county, independent school district or school district may establish and conduct a system of public recreation and playgrounds; may set apart for such use any land or buildings owned or leased by it; may acquire land, buildings, and other recreational facilities by gift, purchase, lease, condemnation, bond issue, or otherwise, and equip and conduct the same; may employ a director of recreation and assistants; may expend funds for the aforesaid purposes.

Sec. 2. The governing authorities establishing such system may conduct the same through a department or bureau of recreation, or may delegate the conduct thereof to a recreation board created by them or to a school board or to any other appropriate existing board or commission. If they shall decide to delegate the conduct of a recreation board, the board shall consist of five persons including representation from the school board, and shall be appointed by the governing body to serve for a term of five years, or until their successors are appointed, except that the members of such board first appointed shall be appointed for such terms that the term

of one member shall expire annually thereafter. Vacancies in such board occurring otherwise than by expiration of term shall be for the unexpired term and shall be filled in the same manner as original appointments. Members of such board shall serve without pay.

Sec. 3. Any two or more cities, towns, counties, independent school districts or school districts may jointly establish and conduct such a system of recreation and playgrounds and may exercise all the powers given by this act.

Sec. 4. Any city, town, county, independent school district, or school district may levy annually for this purpose and in the manner provided by law for other levies and in addition to all such levies, a tax not to exceed three cents on each one hundred dollars of all the real and personal property as listed for taxation.

Sec. 5. Whenever a petition signed by legal voters of any one of the above mentioned governmental divisions, equal to twenty per cent of the votes polled at the last general election, if in a county for governor, in a city or town for mayor, or council, or in a school district for members of the board of education as the case may be, shall be filed at least thirty days prior to any general or special election, in the office of the clerk or other recording officer, the authorities shall submit to the voters at the said election the question of the establishment and conduct of a system of public recreation and playgrounds. Such petition shall request the said authorities to establish and conduct a system of public recreation and playgrounds, if there be no such system or for the maintenance of an existing recreation system, and to levy a specified tax, annually, for the maintenance thereof, provided that such tax shall not exceed three cents on each one hundred dollars of the assessed valuation of property subject to local taxation. The aforesaid question may also be submitted at any such election by the said local authorities on their own motion, their resolution specifying the tax to be voted on. The election when ordered shall be conducted in all respects as other elections; and the ballot shall have thereon under the heading "public recreation question" the words:

For public recreation and playgrounds.

Against public recreation and playgrounds.

Sec. 6. When such proposition is adopted by a majority of the qualified voters, voting on such proposition, the governing authorities shall provide for the establishment and conduct of a system of recreation and playgrounds, shall designate the body or department to be voted with the power and duties necessary to the conduct thereof, and shall provide for the levy and collection of said tax; but such tax shall be in addition to and exclusive of all other taxes, such governmental division may levy and collect.

Sec. 7. Any governmental division can alter or repeal this special tax in the same manner in which it created this tax.

Sec. 8. The provisions of this act shall not in any wise appeal, affect or limit the powers and provisions heretofore or hereafter granted to any city, town, district, county, independent school district or school district under the provisions of any charter or by any special act or acts of the legislature, to establish, maintain and conduct parks and public recreation and playgrounds.

Passed and signed by the Governor, April 3, 1925.

APPENDIX H

PLAY AND CHARACTER BUILDING

In a paper entitled *Some Observations New and Old with Respect to the Effect of Athletics and Physical Education on Character** Mr. George E. Johnson of Harvard University points out that animals and primitive man developed modes of behavior than man came to recognize as good for the individual and the species; that modes of behavior recognized as good for the individual and the group were approved in folk-ways and mores; that folk-ways and mores marked stages in the progress towards the right but the most direct line of progress was often only imperfectly or even wrongly conceived. So it was that inborn predispositions and the predispositions naturally acquired on the basis of these gave a bias toward behavior fundamentally right in the sense in which we have used the word in animals and in man. In the case of children this type of behavior is manifested in what is known as "play."

"Whoever has observed even the simpler plays of young children can readily understand and appreciate how certain fundamental character traits are evolved far in advance of the child's understanding of the rightness of his behavior, such as energy, liking for effort, industry of a particular kind, initiative, desire for achievement, childish ambition, courage, persistence, self-control, confidence, sociability, sympathy and many others, and how these plays, which have become associated with deep enjoyment, tend to establish childish standards of right behavior in harmony with desires, so as to result in mental integration and not conflict. In this way certain moral traits begin to develop in harmony with and not contrary to existing predispositions and attitudes. This is of fundamental importance in early moral training for it makes possible the identification of the child's self, his desires and his interests, with right behavior.

"It is this genetic point of view of right behavior and its relation to moral conduct that has deepened the conviction I have long held that play and athletics hold the vantage ground in education. One way out of many in which play and athletics may make a unique contribution to the character development of youth is through training the emotions.

"The emotions which, in the last analysis, are the generative forces back of all behavior, are but slightly appealed to directly in the ordinary school subjects. So far as conventional instruction goes, the emotions are about as little an object of concern in education as they would be if educators had never heard of them. Where in book instruction, at least, shall we find exercise and direction of the deep-seated passions that control human conduct,—love, hate, desire, fear, anger, disgust, sorrow, sympathy, elation; or for the emotional expression in situations involving rivalry, risk, sense of fairness, self-assertion, cooperation, sacrifice, loyalty? Effectual expression of these lies in motor activity and the more direct the circuit between emotion and action, the more intense is the educational experience. Theater going, for example, may stimulate the emotions. It may suggest ideal action with relation to emotions, but it cannot train the emotions. Public education is, perhaps, weakest in

* Address given at annual meeting, American Physical Education Association at Newark, N. J., May 13, 1926.

this matter of training emotions. Play, since it harks back to old foundations, to old roots of both body and soul, and includes activities involving the emotional elements I have previously mentioned, is almost our only hope of adequate training of the emotions. It offers almost the only field where, with reference to the deep emotional elements of character, children and youth may become 'doers of the word and not hearers only.'

"Ideas and ideals are effective in conduct only as they are affective. An ideal behind which there is no emotional drive is impotent in the field of moral behavior; so, also, emotion without right ideas and ideals is a blind force which may do incalculable harm. ,The separation of warm emotion and cold intellect,' says Dewey, 'is the great moral tragedy.' Perhaps the most fundamental problem in education, especially in a democracy like ours, is the conditioning of the emotional life of children and youth to right expression in individual experiences and in social relations.

"Now it is in the activities of play that these deep emotional states are aroused under conditions approximating those of their more primitive expression in uncivilized man. It is here that we find opportunity to train and direct these emotions under stress with reference to social needs and ideals. It is here that the very war-dogs of man's character are at the same time invigorated and made obedient to the leash. It is here that youth achieves both emotional strength and control.

"I do not wish to make over-much of this rather unusual claim of the opportunity of play in the field of the emotions, but I am convinced that training in the control and use of the emotions under great and primitive like stress with reference to standards and ideals of character and conduct is of gravest importance. Otherwise where shall the people be made ready for the emotional crises of life, greater and smaller? There is nothing better than training in being 'good losers,' to prevent personal tragedies or fatal discouragement and quitting under the difficulties of life that sooner or later come to all. In this connection the opportunities of play are greater than those of the ordinary subjects pursued in the class-room.

"This will appear more clearly if we stop for a moment to consider that the subjects taught in the schools have developed out of the accumulated knowledge of the long centuries of human experience. It is a kind of cold storage wisdom in a form that has too often but slight emotional appeal to children. On the other hand, the activities of play are prompted by the very organic structure and by the very nature and needs of children and youth. They have strong appeal. They involve the emotions and the very foundations of temper and character, such as language, mathematics, and science cannot stir. The nature, tradition and organization of the conventional school require a kind of inverted method of instruction so far as it concerns life. In play and athletics opportunity is given to hold true to the nature and order of development of both soul and body.

"I have tried to suggest:

"1. That we need to understand the genetic relation of right behavior to moral conduct.

"2. That play and athletics—the special concern of physical education—provide the most natural and direct approach to right behavior habits.

"3. That play and athletics provide almost our only field for training the emotions under great and primitive-like stress and strain with reference to social standards.

"4. That in the alleged race between education and catastrophe human nature is the element most neglected in public education.

"5. That in the very nature of the case physical education through play and athletics holds the strategic position with respect to many of the most fundamental aspects of moral and social progress."

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female
Matilda
— collie
— White feet, tail, white ring around
— neck - white star
No. high fly
C9 - Jacko Hoffman
L.T. I am hoping when the
dog is crowned
blanket of No. 4 high fly
or other.
Box. 3
Will go satisfying
athletic program
in small school -

Granville O

Tues 1:30